DOCUMENT RESUME

ED 261 724 JC 850 509

AUTHOR Brum, Joseph, Jr.
TITLE A Long Range Plan for the Future Development of Fayetteville Technical Institute with Special Reference to Community Needs Assessments.
PUB DATE 84
NOTE 120p.; Ed.D. Major Applied Research Project, Nova University.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS College Planning; *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; *Educational Needs; Long Range Planning; Needs Assessment; Questionnaires; Technical Institutes; Two Year Colleges
IDENTIFIERS *Fayetteville Technical Institute NC

ABSTRACT

During January 1984, Fayetteville Technical Institute (FTI) conducted a community assessment survey throughout Cumberland County to assess the knowledge, perceptions, and opinions about FTI of community residents, businesses, and high school students. Three survey instruments were designed to answer eight research questions: (1) what are the educational plans of community residents for the next five years; (2) how do people learn about the college, its offerings, and programs; (3) how frequently are community residents in contact with FTI; (4) what factors influence community residents to enroll or not enroll at FTI; (5) what are the factors influencing high school students' enrollment decisions; (6) are current FTI marketing strategies encouraging students to enroll; (7) are the educational needs of businesses, institutions, and government in the county being fulfilled; and (8) are there any noticeable differences between the responses of high school juniors and seniors. Surveys were mailed to 1,752 county residents, and 220 businesses, firms, and government agencies; and distributed to 893 high school juniors and seniors. The study report includes a literature review, information on the methods and findings of the survey, interpretations, conclusions, and recommendations. The survey instruments are appended. (Author/EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED261724

A LONG RANGE PLAN FOR THE FUTURE DEVELOPMENT OF FAYETTEVILLE TECHNICAL INSTITUTE WITH SPECIAL REFERENCE TO COMMUNITY NEEDS ASSESSMENTS

Joseph Brum, Jr.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Brum

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

IC 850 509

A MAJOR APPLIED RESEARCH PROJECT PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1984

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

A LONG RANGE PLAN FOR THE FUTURE DEVELOPMENT OF FAYETTEVILLE TECHNICAL INSTITUTE WITH SPECIAL REFERENCE TO COMMUNITY NEEDS ASSESSMENTS

by

Joseph Brum, Jr.

1984

During the month of January 1984, Fayetteville Technical Institute (FTI) conducted a community assessment survey throughout Cumberland County. The general intent was to obtain knowledge, perceptions, and opinions about their technical institute from community residents, businesses, and high school students. Eight research questions were identified, and three survey instruments were designed to answer these questions.

A mail survey, using a random sample, was mailed to 1,752 Cumberland County residents of which 203 residents participated in the study. Respondents' knowledge, perceptions, and opinions were all influenced by their distance from campus. The greater the distance between the college and the respondent, the less likely the respondent was to know about or use college services and offerings. Eighty percent of the respondents preferred part-time status as the means of pursuing a degree or

a diploma. Adult respondents identified no need for additional programs during the next five years, but did express strong interest in computer-related and business occupations courses.

By means of a stratified sample, eighty businesses, firms, and government agencies having at least 100 employees, were mailed a business survey. One hundred forty firms with less than 100 employees were selected at random and also mailed business surveys. Forty percent of the surveys were returned. Business and industry listed computer-related jobs and health care specialists as those that require specialized training during the next five years. Respondents stated that curricular programs at FTI are currently meeting employment needs of the service area.

A total of 893 high school seniors and juniors participated in this study. Over seventy percent of the high school seniors and juniors expressed preference for a baccalaureate education. In the area of post-high school plans, fifty-four percent of the juniors were influenced by their parents while forty-six percent of the seniors were influenced by their parents. There were no significant differences of post-high school plans noted between the junior and senior classes.

Recommendations resulting from the study included consideration of:

1. Continue to assess the needs of the business on a yearly basis to insure that the college and industry are in equilibrium.

2. Expand the evening program to accomodate the goals of more part-time students.

3. Update FTI's marketing plan to determine the priority needs of FTI's service population.

4. Yearly evaluation of the suggestion that FTI's curriculum courses be transferable to a four-year institution.

A major goal for FTI's new long range plan is to provide more educational opportunities and services to the citizens and businesses in Cumberland County. The purpose of this study was to assess the educational needs of Cumberland County residents, so that college officials are better prepared to establish objectives for meeting these goals. The results of this study have become a valuable component in the long range plan for Fayetteville Technical Institute.

ACKNOWLEDGEMENTS

The completion of this Major Applied Research Project (MARP) represents the efforts and supports of many people. Without them, I would not have been able to complete this study. Because of them, this effort has been the highlight of my teaching career, research pursuits, and writing endeavors. I am grateful for the part that each person has played in helping me to succeed.

I would like to thank Dr. John Losak, MARP advisor of my committee. His accomplishments as a scholar and author in higher education have been an inspiration to me throughout my studies. I will long remember his patience and thoroughness as an instructor. His encouragement to strive for a better product and his precise and helpful suggestions have been greatly appreciated.

I want to thank Dr. Craig Allen, President of FTI, for his approval and support of the project. I would also like to thank Dr. Larry Norris, Dean of the Curriculum Division at FTI, who provided consistent advice, encouragement and technical assistance throughout all phases of this study.

I want to express my sincere appreciation to my cluster coordinator, Dr. Boyd Ayers, and to my cluster Research Associate, Dr. Linwood Powell. They both have confirmed my belief in the educational process with their

encouragement and concern for my success with this project.

Finally to my typist, Vera Sheppard, I express my gratitude for her patience and understanding coupled with all the timely clerical assistance, with which she has supported me with for the past three years.

TABLE OF CONTENTS

Page

LIST OF TABLES ix

Chapter

1. INTRODUCTION. 1

Background and Significance 2

Statement of the Problem. 7

Research Questions. 7

Definition of Terms 9

Limitations of the Study. 10

2. REVIEW OF RELATED LITERATURE. 12

The Community College System in North Carolina. 12

Related Studies 25

Educational Planning Models 27

3. PROCEDURES AND METHODOLOGY. 33

4. PRESENTATION OF RESULTS 42

Part I. High School Sample Results 42

Part II. Business Sample Results 50

Part III. Community Needs Sample Results . . .54

Part IV. Future Enrollment Projections 66

5. INTERPRETATIONS, CONCLUSIONS AND RECOMMENDATIONS. 69

Interpretation of Results 69

Conclusions 72

Recommendations 78

TABLE OF CONTENTS (cont.)

Page

Summary 79

BIBLIOGRAPHY 84

APPENDIXES . . . . . .

A. MAP OF CUMBERLAND COUNTY 89

B. LETTER TO SCHOOL SUPERINTENDENTS 91

C. LETTER TO HIGH SCHOOL PRINCIPALS 93

D. STUDENT SURVEY 95

E. LETTER TO EMPLOYER 102

F. BUSINESS SURVEY. 104

G. COMMUNITY SURVEY 108

H. TOWNSHIPS IN CUMBERLAND COUNTY 112

LIST OF TABLES

Table		Page
1.	Number of Students Identified to Participate in this Study	43
2.	Plans for Post-High School Educational or Occupational Decisions by Class and Sex	44
3.	Respondents' Plans Immediately after Graduation from High School by Class and Sex.	46
4.	Categorization of High School Students' Responses by Current Grade Point Average.	47
5.	Full-Time and Part-Time Enrollment Plans for Post-High School Education by Class	47
6.	Categorization of High School Student Responses by Class and Sex.	48
7.	Categorization of High School Student Responses by Ethnic Group	48
8.	Nature and Number of the Business/Profession that Participated in this Study	51
9.	Number of Personnel Employed Locally by Each Firm.	52
10.	Frequency in Which Firm Contacted FTI During Past Year	52
11.	Number of Household Members Planning Educational Enrollment in Next Five Years by Age	55
12.	Full-Time and Part-Time Enrollment Plans by Sex	56
13.	Full-Time and Part-Time Enrollment Plans by Age	57
14.	Time of Day Preferred to Take Classes by Sex.	57
15.	Plans for Curriculum Programs in Next Five Years by Sex.	58

LIST OF TABLES (Cont.)

Table		Page
16.	Plans for Curriculum Programs in Next Five Years by Age	.59
17.	Interest in Two-Year Degree Classes for Transfer to a Four-Year Program by Sex	.60
18.	Interest in Two-Year Degree Classes for Transfer to a Four-Year Program by Age	.60
19.	Interest in Two-Year Degree Programs for Immediate Careers by Sex	.61
20.	Interest in Two-Year Degree Programs for Immediate Careers by Age	.62
21.	Information Means Relevant to Community Survey Respondents	.63
22.	Community Survey Respondents' Opinions about FTI	.63
23.	Most Important Reasons Why Students Attend FTI	.64
24.	Community Survey Respondents Frequency of Response with FTI	.64
25.	Community Needs Assessment Respondents by Townships	.66
26.	Projected Enrollment in the Community College System (FTE)	.67
27.	Student Enrollment Projections	.68

Chapter 1

INTRODUCTION

Adults have tended to enroll in community colleges because college administrators have fulfilled educational functions by offering locally-based programs designed to meet the needs and educational opportunities of their communities. Cross (1981) says that community colleges have succeeded in providing educational programs tailored to meet the needs of their student clientele. Trying to keep pace with the needs of a growing adult student population will create a greater need than ever before for current and accurate information concerning the characteristics of these students. The information necessary to develop sound programs will require administrators, at the community college level, to maintain a profile of student population, as well as a current list of needs assessments. A survey of the North Carolina Community College System (Shearon:1980) concluded that community college administrators and faculty will need to develop "a different set of assumptions about adult learners and the teaching and learning process as it pertains to them."

There is particular interest in community college educational outcomes since the historical philosophy of the community college has been one of an "open door

policy" of admissions as well as an historical commitment to remediation (Cross:1971; Kaster:1979). Remediation is quite costly. At a time of increasing inflation, higher educational costs, and competing demands for other public services, the gap between community college philosophy and practical reality widens.

Background and Significance

A needs assessment is a study undertaken to determine if there is any unmet need between the current status and the stated goals of a business, industry, individual, or school. The difference, once identified, can be met, or at least partially met, through the implementation of new programs, modified programs, or even the elimination of programs.

In school systems, the procedure is used to identify instructional as well as noninstructional goals and objectives. Its popularity as an assessment tool within the total evaluation process is increasing in and out of education (Dejnozka:1982).

Institutional long range planning is a process, not a product. Planning goes on everyday throughout all parts of a community college. The long range plan is a concise document which delineates the mission of the institution, purposes, and goals. In addition, the plan includes objectives and recommendations which complement the goals of the college. The rationale for the plan is

based on demographics and the perceptual data generated through needs assessment surveys.

Cross (1971) has stated in her writings on the community college student the need for community colleges to be sensitive to the students needs that cannot be met by traditional educational programs. If this is true, then the community population must be measured frequently and in a variety of ways in order to design appropriate and meaningful educational programs. In a study concerning research, Monroe (1977) stated that most two-year colleges conduct very little research that would facilitate intellectual planning and improvement of personnel services.

Fayetteville Technical Institute is located in Fayetteville, North Carolina, and originated in 1961 as the Fayetteville Area Industrial Education Center under the auspices of the City Board of Education. In 1963 the North Carolina General Assembly created the Department of Community Colleges for the expressed purpose of providing for the establishment, organization, and administration of a system of educational institutions. Located throughout the state, these institutions were to offer courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult education programs. The authority for this newly created department was vested in the North

Carolina State Board of Education. The Center became a part of this system at that time.

The Center's progress in providing quality educational programs resulted in the Board of Trustees requesting that the status "Technical Institute" be given to the Center. This request was granted by the State Board of Education in September, 1963, and the current name, Fayetteville Technical Institute, was adopted. With the status of "Technical Institute", the Board of Trustees was granted authority to award the Associate Degree of Applied Science and Associate Degree in General Education in addition to the diplomas already offered in numerous programs.

The original building, now Lafayette Hall, consisted of approximately 38,000 square feet of classroom and laboratory areas, and the campus consisted of ten acres. In 1965, the Board of Trustees acquired an additional forty-three acres adjoining this property. It was at this time that a master plan was developed for the utilization of the fifty-three-acre campus.

Several renovations and two major constructions on campus increased the physical facilities from 38,000 square feet to a net assignable footage of 192,873 square feet.

In June 1976 the Institute obtained title to thirty-eight acres of land and a 90,000 square foot building immediately adjacent to the present campus.

This land, deeded to FTI by the Fayetteville City School System, and the building (formerly a junior high school in that system) became available for occupancy in the 1977-78 school year. This facility provided general and specific classroom and laboratory space needed for expansion of several ongoing programs and the specialized facilities required to support new curricular offerings. Additionally, convertible space was made available to ease overcrowded staff and faculty work areas, and in 1977 the Institute began its phased occupancy of this three-building complex.

FTI has never enjoyed the luxury of having enough classroom space to accommodate its student body, but by 1979 it was obvious from continuing and forecasted enrollment growth patterns that the need for additional facilities would reach an even more critical stage by the mid 1980's. As an interim measure, the Board of Trustees authorized the use of remaining construction funds and in-house capabilities to build an eight-classroom annex to the Horace Sisk building and a six-bay automotive shop building. These were completed by trades students in the summer of 1981. Additions to date have resulted in a total physical plant of over 300,000 square feet.

Effective January 1, 1981, the North Carolina Community System was transferred from under the control of the State Board of Education to the newly created State

Board of Community Colleges. This new board will lead the North Carolina Community College System into the third decade of educational challenge. FTI's Board of Trustees and administration will guide the institution forward to meet the ever-expanding and complex technical, vocational, and adult educational needs of the citizenry (FTI Catalog: 1984-87).

In 1984 Fayetteville Technical Institute is taking a comprehensive look at itself. Since FTI's ten-year long range plan is in its final year, it was felt that this study was a major component of the school's long range plan which is presently underway. A new president has formed a long range plan advisory committee, consisting of faculty, staff, and students, to study the institution's mission and goals. Surveys have been administered to every conceivable special interest market in Cumberland County. FTI faculty and staff members have been involved in various committees to assist the school in reaching goals as well as establishing new goals for the future.

An effective method to prepare for the future is to identify institutional goals and purposes and to develop realistic plans for achieving them (Kerr:1975). Community assessment needs must be sought and carefully considered by community college leadership if an institution is going to be able to properly align its goals and objectives with those of the community it is supposed to be serving.

Statement of the Problem

The statement of the problem for this study was that the college lacked current information regarding the needs of the community, high school students, and businesses. Therefore, the primary purpose of this study was to determine the knowledge, perceptions, and opinions which the community had about FTI. The secondary purpose was to identify community educational needs.

The surveys provided the necessary resource information for FTI administrators to use in planning future educational services to residents and businesses in FTI's service district.

Major Issues and Research Questions

The general purpose for conducting this assessment study was to assess the knowledge, perceptions, and opinions of the people in the Fayetteville Technical Institute service district. Now that the college has obtained this data, it possesses a solid community data base to use in planning and providing future educational services for its constituency.

Today, educators are being challenged to devise methods to assess the reasons why students attend community colleges, and how these goals can best be met by the institution, its faculty, and its services. College personnel are aware that the diversity of the student

population creates a diversity in goals and desired services. If colleges, particularly the community colleges, are to provide the services most needed by their clientele, then an assessment of these needs is desirable.

The major issues of this study were to determine, through the administration of survey instruments, primary needs assessments for the local high school population; business, industries, and institutions; and, the local community citizens. Answers were sought to the following research questions:

1. What are the educational plans of the community residents for the next five years?

2. How do people learn about the college, its offerings, and its programs?

3. How frequently are the community residents in contact with the college?

4. What are some of the factors which influenced community residents to enroll or not enroll at Fayetteville Technical Institute?

5. What are some of the factors that will influence high school students to enroll or not enroll at Fayetteville Technical Institute in the future?

6. Are current FTI marketing strategies having considerable influence on students to attend this school?

7. Are the educational needs of the businesses, institutions, and government in Cumberland County being fulfilled?

8. Are there any noticeable trends or differences depicted between the high school senior and junior classes?

Definition of Terms

The purpose of this section is to provide an explanation of some important terms that have been included in the major applied research project.

Community - a geographical area with functional territorial boundaries -- for the purpose of this study, Cumberland County, North Carolina (see Appendix A).

Educational Program - an offering of Fayetteville Technical Institute including, but not limited to, the following: curriculum courses, developmental courses, and job training courses.

Needs Assessment - the purpose of determining what needs exist -- for the purpose of this study, a survey of high school students, businesses, and a sample of the community population listed in the 1983-84 Fayetteville, North Carolina, telephone directory.

Open-Ended Questions - this phrase refers to a question, listed on the survey instrument, with no implied or suggested responses given.

Survey or Survey Instrument - these terms represent a listing of instructions, questions, and responses used by the researcher in conducting this study.

Cooperative Education Program (CO-OP) - a program which offers an extension and application of classroom

instruction through a supervised work experience that is related to the student's educational goals.

TELO FACTS - a software program used with the Apple IIe computer for the compilation, storage, and display results of marketing surveys.

Limitations of the Study

The following are the limitations of this study:

1. The method of research was descriptive in nature and thus the results were limited by the advantages and disadvantages of such an investigation.

2. Since the demographic characteristics of the respondents are somewhat different than the general population's and since those residences in FTI's service district having telephones is limited to eighty percent, the responses received may not be totally representative of the general population.

3. This study will be confined to adults and students living in Cumberland County. The results and conclusions may only be applied to this group.

4. No allowance was made to any high school students who were absent the day the survey was administered.

5. The population below age seventeen was excluded from the community needs assessment survey because it was felt they were not listed in the telephone directory.

6. Because of the choice of some words, types of questions or question structure, there may be some bias in the responses received.

7. The advisory committee's input and recommendations affecting the development of the questionnaire were limited by the range of experience and expertise of the members of the committee.

8. Some of the survey respondents did not reveal any information concerning their specific goals/objectives.

Chapter 2

REVIEW OF RELATED LITERATURE

The review of literature began with a historical perspective of the community college system in North Carolina. A discussion of needs assessment studies, educational planning models, and long range planning pertinent to community colleges are included.

The Community College System in North Carolina

Prior to 1982 the Community College System, which now consists of twenty-three community colleges, twenty-nine technical colleges, and six technical institutes, is the product of almost half a century of development. During that time, North Carolina has sought in several ways to fill for its citizens the educational needs beyond the scope of the high school but not ordinarily met by the senior college and university.

Cities and counties were authorized as early as 1927 to establish tax-supported junior colleges. The first such institution, established in Asheville in 1928, evolved into The University of North Carolina at Asheville. About 1947, the city of Charlotte and the county of Mecklenburg each established a junior college, carrying forward programs begun in the mid-1940's as extension

activities of The University of North Carolina at Chapel Hill. Charlotte College ultimately became The University of North Carolina at Charlotte and Mecklenburg College merged with the Charlotte Industrial Education Center to form Central Piedmont Community College. Two junior colleges established at Wilmington, shortly after World War II, were subsequently merged and ultimately became The University of North Carolina at Wilmington.

The State Board of Education proposed to the General Assembly in 1957 that there be developed under its control and in connection with the public schools a system of adult education and occupational training centers designated as "industrial education centers" and financed primarily by state funds for operation and equipment and by local funding for building and plant operation. Approximately twenty industrial education centers were established between 1957 and 1963.

By the early 1960's, it became apparent that the state was developing two sets of institutions which originally had different objectives but which were becoming increasingly alike. One was the system of industrial education centers under the State Board of Education, whose students needed general education courses in addition to their technical-vocational curriculum. The other was the system of six existing community junior colleges under the State Board of Higher Education. The potential

for duplication of programs under that arrangement was obvious and called for remedy.

In 1963, the State adopted a new strategy to provide comprehensive educational opportunities to its citizens beyond high school age. In that year, acting upon the recommendation of the Governor's Commission on Education Beyond the High School, the North Carolina General Assembly enacted the Community Colleges Act of 1963. By the authority of this law, the State Board of Education created the Department of Community Colleges and brought under its supervision all of the twenty industrial education centers and three of the existing community colleges. (The other three community colleges became senior institutions in 1963.) Between 1964 and 1968, all of the industrial education centers became technical institutes or comprehensive community colleges, and during and since that time other institutions have been added to the system and several technical institutes have become community colleges with legislative sanction (Segner:1974).

The unique role of the Community College System is described in the System Report for 1963-70, as "fundamentally different from the role assigned to four-year colleges and universities." The report states further that, "The State Board of Education is completely committed to maintaining the unique, comprehensive role of the institutions in the Community College System, and is opposed to any consideration of a community college as an embryonic

four-year college." The firmness and success of that policy are reflected in the fact that no community college or technical institute has been converted into a four-year institution since the adoption of the 1963 Community College Act.

The 1979 Session of the General Assembly established the State Board of Community Colleges as a separate governing board for the Community College System, effective January 1, 1981.

Current organization of the Community College System shows that community colleges, technical colleges, and institutes are county-owned, state-aided institutions. The Department of Community Colleges provides direction, coordination, leadership, and professional assistance under the general regulatory jurisdiction of the State Board of Community Colleges. The system is declared by statute to be "separate from the free public school system" and also separate and apart from the public senior higher education institutions that constitute The University of North Carolina. The state assumes basic financial responsibility for costs of administration, instruction, and related equipment in the community college institutions; counties assume primary responsibility for the cost of buildings and grounds and for the support of plant operations and maintenance. Each level of government may supplement whatever sums the other level provides in basic support.

The State Board of Community Colleges consists of nineteen members: ten members appointed by the Governor, seven by the Senate and House, and the Lieutenant Governor and the State Treasurer serving ex officio with full voting powers.

The State Board of Community Colleges has broad powers with respect to the Community College System. The Board

> may adopt and execute such policies, regulations and standards concerning the establishment, administration, and operation of institutions as the Board may deem necessary to insure the quality of educational programs, to promote the systematic meeting of educational needs of the state, and to provide for the equitable distribution of state and federal funds to the several institutions (G.S. 115D-5).

The Department of Community Colleges, headed by the State President, provides state-level administration and leadership of the Community College System under the direction of the State Board of Community Colleges. The State President reports to the State Board of Community Colleges. He is responsible for organizing and managing the Department of Community Colleges and for carrying out the philosophy, policies, and instructions of the State Board of Community Colleges. The State President conducts planning activities for the Community College System jointly with the President of The University of North Carolina and coordinates the work of the Department with that of other state and federal agencies.

The Department's function is to provide services and assistance to institutions in the statewide system in a number of areas. As the fifty-eight institutions are governed locally by individual boards of trustees, the functions of the department tend to be limited to the activities deemed appropriate for the department to perform.

There are four divisions of the department; each is under a vice president. These divisions are Financial and Administrative Services, Planning and Research Services, Student and Institutional Services, and Program Services.

Each community college, technical college, or technical institute has a thirteen-member local board of trustees. Four trustees are appointed by the Governor, four by the local board or boards of education in the administrative area of the institution, and four by the county commissioners; the president of the student government serves ex officio without vote. Trustees serve for staggered eight-year terms, so that three members (one in each group) are appointed in each odd-numbered year. When a vacancy occurs during the term of a member, the replacement is appointed by the same authority that appointed the vacating member.

Each board of trustees is a body corporate, entitled

> to acquire, hold, and transfer real and personal property, to enter into

> contracts, to institute and defend legal actions and suits, and to exercise such other rights and privileges as may be necessary for the management and administration of the institution.... G.S. 115D-14.

The powers and duties of the board of trustees include the appointment of the institutional president, subject to the approval of the State Board of Community Colleges, and the appointment of other personnel, subject to standards set by the State Board of Community Colleges.

All personnel employed at each community college and technical college or institute (including the president) are legally employees of the institution and not of the Community College System. Each institution is also an instrumentality of county government.

The Community College System legislation provides for two types of institutions: community colleges and technical institutes or technical colleges -- the latter two terms are synonymous.

The State Board of Community Colleges, the Governor, and the Advisory Budget Commission must approve the establishment of any new institution, as well as the conversion of a technical institute or college to a community college. The State Board of Community Colleges permits a new institution to be established as either a technical institute, a technical college, or a community college.

The Community College System has experienced steady growth over the years in terms of full-time equivalent students. Enrollment grew from 32,756 in 1967-68 to 104,864 in 1974-75 and to 128,516 in 1981-82. This represented an average annual increase of 18.08 percent from 1967-68 through 1974-75 and of 2.95 percent from 1974-75 through 1981-82.

The Community College System was established almost totally as a response to the needs of the non-traditional student and the enrollment distribution shows this. Rather than serving a select group, the enrollments reflect the general nature of the population.

In full commitment to a priority of vocational-technical training, the percentage of students enrolled in community colleges, technical colleges, and technical institutes has increased over the past fifteen years while the percentage of students enrolled in the college transfer programs has declined.

In the fall of 1982 there were 1,462 full-time instructional faculty employed nine months or more in the twenty-three community colleges and 1,652 in the thirty-five technical colleges and institutes. The percentage distribution of highest earned degrees among the full-time faculty in the community colleges that term was 7.1 percent with a doctorate or first professional degree, 56.2 percent with a master's degree, and 36.7 percent with a bachelor's degree or other educational level. Also, the

corresponding percentages for the faculty in the technical colleges and institutes were 2.7, 43.3, and 54.0.

The total library holdings for the component institutions of the Community College System in 1981-82 included 1,558,656 bound volumes, 11,349 book titles in microform, and 4,037 separate government documents. There were also 358,003 library title listings of audio-visual and other library materials, plus almost 13,000 periodicals received by subscription (5,690 unduplicated titles in the community college libraries, and 7,163 in the technical college and institute libraries.)

Technical colleges and institutes offer two-year technical curriculum programs, vocational curriculum programs, and extension programs in general adult education. They also offer short-term, single courses for occupational training and single courses of a cultural or personal interest nature. The community colleges offer the same types of programs and courses, plus a two-year curriculum which may lead to transfer to a senior college.

While all of the types of programs offered by the community colleges are described briefly in the following paragraphs for the sake of completeness, the planning and coordinating responsibility of the Board of Governors extends only to the college transfer programs maintained by the Community College System.

College transfer programs leading to an Associate in Arts, Associate in Fine Arts, or Associate in Science degree require two years (ninety-six quarter hours) of courses paralleling the freshman and sophomore years offered at senior colleges and universities. These programs are designed to allow for transfer to the junior year of a senior institution and are offered only at community colleges.

Each of these programs includes a core of general education courses developed within guidelines established in 1964 by the Curriculum Committee of the Community College Advisory Council. The Joint Committee on College Transfer Students, which represents senior and junior public and private institutions, was established in 1965 to improve the articulation of programs at all higher education levels and to facilitate transfers of students among institutions of higher education in North Carolina.

The liberal arts program, culminating in an Associate of Arts, Associate of Science, or Associate in Fine Arts degree, is designed for the student who intends to transfer to a senior institution. In addition to the general education core, the student may select other courses providing additional depth in a specific area of the arts and sciences. Pre-professional programs are similar in intention, but the curriculum generally requires fewer courses in the social sciences and humanities and more courses in mathematics and laboratory

sciences. Pre-professional programs contain specialized courses in such studies as agriculture, business administration, pharmacy, and social work in addition to the general education core. They may culminate in either an Associate in Arts, Associate in Science, or Associate in Fine Arts degree.

One of the objectives of a community college is to offer the first two years of liberal arts and pre-professional programs to prepare students for transfer to a four-year college or university. There was a steady increase in the number of students transferring from community colleges to North Carolina senior institutions until 1980. The number of transfers grew from 1,619 in 1971 to 3,102 in the fall of 1980. Since 1980 there has been a slight decline -- 3,082 in 1981 and 2,989 in the fall of 1982.

Transfers flow in both directions. A total of 4,595 students transferred from public and private four-year senior institutions to the Community College System in the fall of 1982. Of this number, 569 entered college transfer programs within the Community College System with the remaining students entering other programs.

General Education Programs provide introductory courses in the areas of English and literature, fine arts and philosophy, social science, science, and mathematics. They allow the student to take a major portion of course work in accordance with personal interests,

rather than to meet specific requirements for college transfer. The successful completion of ninety-six hours of credit in this program leads to an Associate Degree in General Education. Some of the courses taken under the General Education designation are transferrable on a course-by-course basis or by contractual agreements with senior institutions.

Technical Programs prepare students for entry into jobs in para-professional fields. In addition to occupational courses, these programs include courses in the areas of English and social science. In general, these programs are two academic years in length and lead to the Associate in Applied Science degree. Even though the technical programs are designed for entrance into employment and not for college transfer, particular courses are often accepted for transfer credit toward a bachelor of technology degree by some senior colleges or universities.

Moreover, some entire programs are now being accepted for transfer to senior institutions under bilateral agreements and in accordance with guidelines established by the Joint Committee on College Transfer Students. A two-year study of curricula in the health professions, sponsored by The University of North Carolina and the State Department of Community Colleges, led to guidelines for transfer of technical program students in several fields in the health professions.

Vocational Programs are designed to prepare people for entrance into a skilled occupation and may range from one to seven quarters in length, certificates usually are awarded upon completion of the one-quarter to three-quarter programs and diplomas are awarded upon the completion of any programs of four quarters or longer. These curricula include courses in communication skills and the social sciences directly related to the occupational goals of the program.

Continuing Education Programs include (a) occupational extension short-term single courses, each complete in itself, which provide upgrading and updating of occupational skills for personnel currently employed or preparatory-level skills for persons just entering the labor force; (b) practical skills courses designed to provide practical training for persons pursuing additional skills which are not considered their major or primary vocation but may supplement income or may reasonably lead to employment; (c) adult basic education courses to teach adults to read and write; (d) adult high school programs which enable adults to obtain high school G.E.D. certificates or diplomas; (e) academic short courses; and (f) avocational courses which focus on an individual's personal or leisure needs rather than his/her occupation, profession, or employment. In addition, community colleges and technical institutes offer self-supporting courses at community request of a recreational nature, the costs

of which are borne exclusively by the participants or some contracting agency (University of North Carolina:1983).

Related Studies

Many community colleges today are attempting to become "community based, performance oriented." Many colleges will move in this direction in the near future. If this change is to take place, a college must study its community carefully, assess the needs, report to the community, and make this a continuous process (Yarrington:1975).

Many issues are important to post-secondary education today; however, no issue is more important than the relationship between public post-secondary education and the economy. Not only are business failures increasing each year, but other new forces, such as foreign competition, rapid technological changes, and high costs are prevalent in our economy today. Now is the time for the creation of the community renewal college. The way post-secondary education will be more responsive to the needs of society, including the economy, is through strategic planning and management (Groff:1982).

In 1982, Brookdale Community College conducted a survey to determine if there were any differences in knowledge, use, or support of their college in Monmouth, New Jersey, by local residents. Surveys were mailed to 195,320 households and the results were astounding.

Brookdale Community College has conducted five needs assessment studies since 1968, and has found these studies to be of most importance in the long range plans of the institution (Ryan:1982).

In regards to higher education, Kotler (1981) defines strategic planning as the process of developing and maintaining a strategic fit between the organization and its changing marketing opportunities. Kotler lists five steps that a college can take to improve itself:

1. The institution must carry out a careful analysis of its environment, both today's and tomorrow's probable one.

2. It must review its major resources as providing a key to what it can accomplish.

3. The environment and resource analyses allow the organization to formulate new goals.

4. Strategy development, in which the most effective cost strategy is chosen for reaching the goals.

5. Attention is turned to improving the organization's system of information, planning, and control to carry out the strategy effectively.

Several needs assessment models have been developed. Reed (1979) developed an institutional occupational and technical needs assessment model which can be viewed as determining the difference between what should be and what is (or will be). He goes on to say that it is a system of projecting the future need for trained manpower

versus the supply of manpower and for structuring and adjusting training programs to redress any imbalances.

The California Community College System is presently developing and testing new statewide planning and evaluation procedures. Each community college is required to have a five-year plan. Community colleges are asked to compare local objectives with state-wide priorities as part of their long range plan. Goals for the California Community College System have been made through 1986-1987 (McIntyre:1982).

Educational Planning Models

A number of studies have sought to develop a model for educational planning. The need for educational planning arose with the intensified complexities of a modern technological society. Problems such as population, manpower needs, ecology, inflation, unstable economy, and decreasing natural resources all place demand on educational institutions for assistance. Banghart (1973) proposes a four-step educational planning model:

Step I. Educational planning in general terms: research; development of theory and techniques; drawing up state, regional, and school district plans in broad quantitative terms.

Step II. Educational planning in physical terms: middle range and long range plans of school buildings,

establishing environmental criteria for learning activities and technological research.

Step III. Educational planning in social terms: surveys that reflect the people's wants, curriculum planning, instructional strategies, manpower and social needs surveys.

Step IV. Educational planning in administrative terms: decision-making, management and operation.

With regard to long range planning, Harlacher (1969) indicated that involving the community in the planning and development of the community college programs can be a highly effective procedure. The community needs and interests must first be identified, followed by an analysis of these needs and interests. Such an analysis can best be made by a community survey, and with the insight provided by the people within the community. Involving the community in the long range planning of a community college can be very effective. Not only will the community provide valuable suggestions for program changes, they can also be counted on to promote community interest and support for the institution.

Bushnell (1973) proposes that a more effective linkage of the community college with its constituents would serve two purposes: (1) it would help the college assess the expectations of the community; and, (2) it would help the community to become more aware of the policies and programs of the college. He recommended

that if the college is concerned with a two-way communication program, then it must survey community feelings and expectations and follow through with effective and timely responses to the survey results.

Gleazer (1980) indicated that the greatest single variable affecting community college programs is community research -- identification of problems, needs, and possibilities in the service area of the college. He further stated that community colleges could not measure their "awareness" function without an inquiry, that is a needs assessment survey.

Alfred and Nash (1983) described a recommended model keyed to the process for exchange of staff between industry and education to improve the quality of instruction in two-year colleges. The rationale for the model between industry and the community college is to improve institutional responsiveness for two reasons: (1) fluctuation in industry need for trained manpower; and (2) changing conditions governing the supply of faculty in emerging high demand career fields such as business, allied health, and the engineering sciences. The model further emphasized that unless community colleges can develop systematic approaches to faculty retraining predicted on business and industry as a primary resource for development, the two-year college cannot claim to produce direct benefits for students and industry.

Today, community colleges play an important role in matching young job seekers with whatever work is available. With the assistance of the federal government, the Downriver Community Conference in Wyandotte, Michigan, takes unemployed workers and enrolls them in community colleges. The conference members tailor the twenty-six-week courses -- which include computer programming, word processing and welding -- to fit anticipated needs. In its first eighteen months, the program found jobs for sixty-five percent of the 6,000 unemployed, including trainees who did not have enough prior education to get into the community colleges on their own (Newsweek:1982).

Neuber (1980) says that service providers have communicated with the community by offering programs which reflected self interest or expertise. He claims the approach was obvious; however, no effective method existed for two-way communication between the community and service producers. He developed the Community Oriented Needs Assessment (CONA) Model, to enhance two-way communication between the community and the service provider. The model is designed to collect data from three sources: (a) demographic/statistical profiles; (b) designated key informants; and, (c) individual interviews with randomly selected consumers.

English (1975) argues that the starting place for curriculum planning is a needs assessment survey. He has developed the Curriculum Development Cycle using a Needs

Assessment Base Model which includes learner needs, educational needs, and society needs. The cycle provides for a learner-centered and reality-based curriculum which will be individually responsive.

In a study conducted by Clary (1983), involving the community college system of North Carolina, nineteen elements were identified that affect an institution's ability to respond to the training needs of industry. The top four elements referred specifically to college commitment and policy which included: (1) reliability of the institution to do what was promised; (2) quick response and follow through by the institution; (3) tailoring of courses to meet specific industry needs; and, (4) flexibility of the institution to meet the unusual needs of the industry. The study was concluded with a series of models explaining the situation and providing a means for institutions to improve in responsiveness.

A review of the literature identified other needs assessment surveys which had objectives similar to those of FTI. The theory was that these surveys would contain questions which had already been field-tested and refined by the survey designers. Even though these other surveys represented a combination of personal interviews, mail surveys, and telephone interviews, the questions selected for consideration provided a list from which the advisory committee developed questions appropriate to FTI in the implementation of its needs assessment surveys. The surveys

from which questions or portions of questions were analyzed and/or extracted were:

1. North Carolina Department of Community College System, Raleigh, North Carolina.

2. Coastal Carolina Community College, Jacksonville, North Carolina.

3. Brookdale Community College, Stony Brook, New York.

4. Department of Adult and Community College Education, North Carolina State University, Raleigh, North Carolina.

5. Wytheville Community College, Wytheville, Virginia.

6. Elgin Community College, Elgin, Illinois.

Chapter 3

PROCEDURES AND METHODOLOGY

Any system for planning must take into consideration citizens' needs and attitudes, the influences of certain socioeconomic factors, and a variety of demographic trends within the community. Population trends must be observed so planners are in tune with their constituents. Projections of population patterns must also be considered for long range planning. Here, the United States Census tract data can be useful. This conflict between community expectations and school programs can be minimized through greater community contact, advisory input, and effective public information.

Basically, there are three methods of collecting information in surveys: personal interviews, mail questionnaires, and telephone interviews. In the past, personal interview surveys were most often done in homes, although today much personal interviewing is conducted in areas such as shopping malls, where clusters of people are available.

Blankenship (1977) states that the problems of mail surveys can be divided into three major areas: sampling, subject matter, and responses. Sampling is the major list problem because there is no list in the United

States which includes the population. The completion rate of mail surveys often is low and he reports that about fifteen percent completion is all that can be expected in a general population survey. Subject matter concerning topics such as income will typically be avoided. Another response problem is the answer to open-ended questions, where the respondent is asked to write out his or her response, rather than merely checking from a prepared listing.

Dillman (1978) states that the telephone survey contrasts sharply with mail questionnaires. It is "heard" but never "seen" by the respondent. It does not need the visual attractiveness that is essential to the mail questionnaire. The complete dependence on verbal communication between the telephone interviewer and respondent requires that each word be delivered and comprehended one at a time. The decision to respond must be made quickly, without knowledge of the information sought. In contrast, the recipient of the mail questionnaire receives written materials that may be examined at his or her leisure.

In regard to cost for doing each type of survey, Dillman (1978) states that face-to-face interviews are the most expensive and mail questionnaires the least. Many firms that routinely conduct telephone surveys are likely to use WATS lines. The more surveys that are conducted, the cheaper the toll charges attributable to each.

Analysis of surveys conducted by Groves (1979) revealed that the response rate for the total telephone

sample ranged from fifty-nine to seventy percent, while the response rate for the personal interview survey was 74.3 percent. Mail questionnaire surveys are usually lower than the two other survey methods.

A mail survey of the citizens of Cumberland County was conducted. The mail technique has several advantages and disadvantages. The advantages are as follows:

1. All citizens are, to some extent, accessible by mail.

2. The United States Postal Service is a reliable way of getting survey instruments to the community residents.

3. Mail surveys generally produce honest, anonymous responses.

4. Mail surveys have low personnel costs and low per-subject costs.

5. Mail surveys are easy to administer.

The disadvantages of mail survey methodology are as follows:

1. Lack of control over selection of actual respondents may cause a non-heterogeneous sample.

2. Questionnaire design may not allow for complex and open-ended questions.

3. Questionnaire design may create confusion and non-response on some items.

4. Response time table may be drawn-out and slower than planned.

5. Open-ended questions provide troublesome coding problems.

Survey research of public opinion is almost always general and rarely conducted for purposes of describing a particular sample. Rather, it is conducted for purposes of understanding the larger population from which the sample was initially selected (Babbie:1973). The use of the mail survey method enabled FTI to conduct a community assessment survey and from the sample survey obtain a description of the opinions of the general population.

Several methods have been in continuous use by Fayetteville Technical Institute to keep abreast of the educational needs of local business and industry. Continual contact with local civic, industrial, businesses, and institutions is maintained through lectures and visitations to FTI. Student groups from grade school through high school are always invited to tour FTI on a continuous basis.

This project was primarily a descriptive study with an extensive use of survey instruments. Questionnaires were dissiminated to various groups of people in the FTI community service area. These surveys were administered in three phases.

Phase One - Student Survey: On January 13, 1984, FTI counselors handcarried student surveys (see Appendix

D) to the three area high schools. Surveys were intended to reflect the educational needs of the student in relation to FTI. Over 1,300 students were identified to be a part of this study.

During the first week of January 1984, the superintendent of the Fayetteville City School System was mailed a letter (see Appendix B) informing him of the survey. On January 26, 1984, FTI counselors delivered a letter (see Appendix C) and student surveys to all high schools located within the Fayetteville City School System. The letter requested the principal to administer the survey to all seniors and juniors. The principal was further advised to administer the survey as soon as it was possible. On February 2, 1984, FTI counselors returned to the high schools and picked up all of the completed surveys. A total of 893 completed high school student surveys were returned. This information was then gathered and stored in an Apple IIe computer with the use of a TELOFACTS software program.

Phase Two - Employer Needs Assessment Survey:

Since there are close to 6,000 business firms, industries, and government agencies in Cumberland County, a stratified sampling procedure, as well as a random sampling procedure, was selected. With the assistance of the Employment Commission Office in Fayetteville, North Carolina, both a stratified and random sample of all business firms, industries, and government agencies were identified. A large

firm was established as having at least 100 employees. Surveys were mailed to eighty firms in this category. The random sample was conducted by firms having less than 100 employees. Surveys were mailed to 140 firms in this category. An aggregate total of 220 business firms, industries, and government agencies were identified for this study.

The purpose of this survey was to collect information (see Appendix F) which allowed FTI to respond more positively to their employment and training needs. A letter of introduction (see Appendix E), signed by Craig Allen, President of FTI, was mailed to the President/Plant Manager, etc., of each entity, attached to a copy of the survey.

Phase Three - Community Needs Assessment Survey: The purpose of this study was to collect information from the community by survey (see Appendix G) of the area which Fayetteville Technical Institute serves. The United States Census Bureau data (February 1982) of the target population (Cumberland County) are depicted as follows: Cumberland County population 187,653; City of Fayetteville population 59,507; total population 247,160.

Cumberland County consists of eleven townships (see Appendix H). Each township listed depicts its total population as well as its percentage of the total population of Cumberland County. In using a random sample in this phase, an appropriate sample group in each township

was identified by percentage. For example, since Cedar Creek consists of four percent of the total population of Cumberland County, the sample survey of Cedar Creek would be seventy surveys. With a total population of 247,160 in Cumberland County, and excluding the population below age seventeen (72,000), it was felt a one percent random sample (1,752) was ample for this study.

Further analysis established the fact that many townships had their own telephone prefix numbers. For example, Beaver Dam's telephone prefix is 531. The 1983 Fayetteville, North Carolina, telephone directory consists of 217 pages. Each page consists of approximately 300 responses. Starting with page one, the first fifty names were selected that corresponded to the prefixes listed in the Cumberland County Township. The procedure continued with every fifth page until the desired sample of 1,752 had been reached. Some of the telephone prefixes existed in two townships; some telephone numbers may have been disconnected and unlisted numbers were not listed in this directory; however, it was felt that this method of survey satisfied the community needs assessment study. The names and addresses of the selectees were then placed into a word processor for further processing. The addresses listed in the telephone book were verified with the Zip Code Directory for the appropriate zip code.

Once the names, addresses, and zip codes were placed on the word processor and verified, labels were

printed from the word processor and the surveys were mailed. A self-addressed envelope was enclosed. Each survey that was mailed had a number on it. Surveys from all townships were identified upon their return. A chi square test was performed on each township at the conclusion of Phase Three.

An analysis was conducted to determine if there were noticeable trends or differences between the two different groups of high school students -- seniors and juniors.

In summary, questionnaires were developed and pilot tested as follows:

1. A review of the literature was conducted to identify the concepts necessary for good questionnaire design and to identify specific questions used by other researchers to conduct a community assessment survey.

2. Input for questionnaire material was sought from FTI students, faculty, and administrative personnel and applicable FTI committees.

3. The Long Range Plan Advisory Committee agreed on the questions to be used. The committee also served as the "panel of experts" which established validity.

4. The survey instruments were pilot-tested in individual households, businesses, and high schools. A pilot survey test was designed and analyzed for the following purposes: (1) to test the overall flow of the survey instrument including the order and wording of the

questions; (2) to determine the overall length of the survey instrument in terms of time required to complete it; (3) to test the sampling procedure; (4) to test the tabulation methods; and, (5) to analyze the results to determine if any questions needed to be revised or deleted and/or additional questions added.

5. The results of the pilot test basically served to perfect the survey instrument and procedure for the final survey and not to report statistically reliable data representative of the total target population.

Chapter 4

PRESENTATION OF RESULTS

The findings resulting from this study have been prepared for presentation in four parts. Part I reflects the high school sample results; Part II reflects the results from the employer needs assessment survey; and, Part III reflects the results of the community needs assessment. Each section consists of tables with a brief narrative description of the highlights of each table, as well as comparing the results to other similar studies, if applicable. Part IV reflects projected enrollments for the North Carolina Community College System as well as Fayetteville Technical Institute.

Part I. High School Survey Findings

During the 1983-1984 academic year, Fayetteville Technical Institute (FTI) conducted a survey of high school students in the Fayetteville City School District. The purpose of the study was to gather information concerning students' educational goals, degree plans, college choice, and personal characteristics. One thousand three hundred twenty-two high school seniors and juniors were identified to participate in this study (see Table 1).

Table 1

NUMBER OF STUDENTS IDENTIFIED TO PARTICIPATE IN THIS STUDY

	Terry Sanford High School	Reid Ross High School	E. E. Smith High School	Total
Juniors (11th Grade)	220	200	217	637
Seniors (12th Grade)	233	216	236	685
Total Students	453	416	453	1,322

Of the total completed survey population (893) consisting of junior and senior high school students, twenty-two percent indicated that their post-high school educational or occupational decisions were influenced by their parents. In this category, fifty-four percent of the juniors were influenced by parents, while forty-six percent of the seniors were influenced by parents. These statistics compare quite favorably with a recent study conducted at Brookdale Community College, New Jersey (1983). The results indicated that over fifty percent of the students had talked to their parents about going to college. Twenty-two percent of the total student population selected an institution of higher learning because of the availability of a program. Of the 196 high school students who intended to pursue the program he/she desired,

fifty-two percent of these respondents were seniors and forty-eight percent were juniors. Of least significance to the high school students were (1) friend in my class; (2) convenient location; and, (3) cost of attending.

Table 2 displays the student plans for post-high school educational or occupational decision by class and sex.

Table 2

PLANS FOR POST-HIGH SCHOOL EDUCATIONAL OR OCCUPATIONAL DECISION BY CLASS AND SEX

	Seniors Male/Female		Juniors Male/Female		Total Number	Percent of Total Responses
High School Counselor	21	23	16	17	77	9%
Friend in my Class	4	4	4	1	13	1%
Older Friend	16	14	19	15	64	7%
High School Teacher	0	9	8	3	20	2%
Parents	43	40	62	52	197	22%
Experience in School	15	27	24	18	84	9%
Experience Out of School	37	13	31	20	101	11%
Convenient Location	4	3	5	4	16	2%
Program I Want Offered	51	50	38	57	196	22%
Cost of Attending	7	7	8	9	31	3%
Other	35	20	16	23	94	11%
	233	210	231	219	893	100%

Table 3 displays the respondents' immediate plans after graduation from high school by class and sex.

Seven hundred twenty-seven students (eighty-one percent) indicated that they would continue their education with the majority of these students (seventy-one percent) selecting a four-year college or university. In a similar study conducted by Brookdale Community College, New Jersey (1983), it was ascertained that over seventy-five percent of the high school respondents planned to attend college.

Forty-seven percent of the seniors in this study selected a four-year college or university, while fifty-three percent of the juniors selected the same. Of the 514 students selecting this option, fifty percent were males and fifty percent were females. Of the 147 students selecting technical institutes or community colleges, fifty-four percent were female seniors and juniors. Of least significance was the Business School option which received only two percent of the total responses.

Eleven percent indicated they were entering military service immediately after graduation from high school. This could be attributed to the fact that Fayetteville is adjacent to Fort Bragg, North Carolina, which is one of the largest military bases in the United States.

Table 3

RESPONDENTS' PLANS IMMEDIATELY AFTER GRADUATION FROM HIGH SCHOOL BY CLASS AND SEX

	Seniors Male/Female		Juniors Male/Female		Total Number	Percent of Total Responses
Technical Institute/ Community College	33	42	34	38	147	16%
Junior College	11	7	16	12	46	5%
4-Year College or University	119	123	139	133	514	58%
Business School	3	6	3	8	20	2%
Military Service	40	23	25	10	98	11%
Work	18	7	10	9	44	5%
Other	9	2	4	9	24	3%
	233	210	231	219	893	100%

In response to the high school students' current grade point average, forty-two percent indicated they had a C average as depicted in Table 4. Only three percent of the total high school population study had a D average.

Sixty-one percent of the high school students preferred to attend college as a full-time student while thirty-nine percent of the students desired to be part-time students. An interesting note is that eighty percent of the junior class expressed a desire to be a full-time student (see Table 5).

Table 4

CATEGORIZATION OF HIGH SCHOOL STUDENTS' RESPONSES BY CURRENT GRADE POINT AVERAGE

GRADE	NUMBER	PERCENT
A	120	13%
B	368	41%
C	378	42%
D	27	3%

Table 5

FULL-TIME AND PART-TIME ENROLLMENT PLANS FOR POST-HIGH SCHOOL EDUCATION BY CLASS

	FULL-TIME		PART-TIME		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Seniors	230	61%	147	39%	377	100%
Juniors	280	80%	70	20%	350	100%
					727	100%

The study depicting the high school students by class and sex is listed in Table 6.

Demographic data of the high school student responses by ethnic groups indicated that whites made up

forty-eight percent of the study, while black students comprised forty-six percent of the study (see Table 7).

Table 6

CATEGORIZATION OF HIGH SCHOOL STUDENT RESPONSES BY CLASS AND SEX

	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Seniors	233	50%	210	49%	443	100%
Juniors	231	50%	219	51%	450	100%
Total	464	100%	429	100%	893	100%

Table 7

CATEGORIZATION OF HIGH SCHOOL STUDENT RESPONSES BY ETHNIC GROUP

CATEGORY	NUMBER	PERCENT
American Indian	6	1%
Asian or Pacific Islander	29	3%
Black	415	46%
Hispanic	10	1%
White	433	48%
Total	893	100%

In response to programs in which students were interested in enrolling at a higher institution of learning, the following lists depict the top five choices:

1. Business (Business Administration, Accounting, Banking and Finance, Marketing, and Secretarial Science).
2. Computer Operator.
3. Computer Technology.
4. Child Care Worker.
5. Radio and Television Broadcast Technology.

These responses compare quite favorably with a high school student survey conducted by Brookdale Community College in New Jersey (1983).

There was a moderate response to public service programs and health related programs. Of the students selecting these programs, their interests were directed toward higher education with goals of becoming engineers, lawyers, and doctors. A significant note of interest with this study was that the Agriculture Technology and Water and Waste Plant Operators were of very little interest to the high school students.

A total of 269 students (thirty percent) requested additional information about FTI be mailed to them.

A trend that has been revealed by the high school survey is that forty-seven percent of the seniors (both sexes) and fifty-three percent of the juniors (both sexes) have selected a four-year college or university after graduation. Similar trends are also noticed in technical

institutes or community colleges as well as in junior colleges. Juniors (fifty-eight percent) were more influenced by their parents than seniors (forty-two percent) were in regard to post-high school educational plans. Fifty-seven percent of the high school seniors were encouraged by a high school counselor in comparison to forty-three percent of the juniors. An interesting point revealed that no high school male seniors selected a high school teacher for assistance in his post-high school decision. In the choice of military service, sixty-five males selected this choice as compared to thirty-three female students.

Part II. Employer Needs Assessment Findings

There are 6,000 businesses in the Cumberland County area which employ approximately 70,000 persons. Surveys were mailed to all large firms of which there were approximately eighty within this sample. A large firm was established as having at least 100 employees. A random sample was conducted of firms employing less than 100 employees, and totaled 140 business firms. The aggregate total of 220 business firms, industries, and government agencies were identified for this study. A total of eighty-eight completed surveys were returned, for a completion survey rate of forty percent. The nature and number of the business/profession that participated in this study are depicted in Table 8.

Table 8

NATURE AND NUMBER OF THE BUSINESS/PROFESSION THAT PARTICIPATED IN THIS STUDY

FIRM	NUMBER	PERCENT OF TOTAL
Construction	12	14%
Manufacturing	17	19%
Transportation, Communications, and Public Utilities	5	6%
Wholesale Trade	1	1%
Retail Trade	9	10%
Finance, Insurance and Real Estate	12	14%
Services	17	19%
Health Care	10	11%
Public Administration	5	6%
Total	88	100%

No surveys were received from the agriculture, forest and fisheries, or mining businesses.

The number of personnel employed locally by each firm is shown in Table 9. Of the total eighty firms identified in the sample with 100 or more employees, twenty-nine percent of this group returned completed surveys. Sixty-five firms, with employees ranging from one to ninety-nine, returned completed surveys for a seventy-four percent return for that group.

Table 9

NUMBER OF PERSONNEL EMPLOYED LOCALLY BY EACH FIRM

NUMBER OF PERSONNEL EMPLOYED	NUMBER OF FIRMS	PERCENT OF SAMPLE
0 - 9	21	24%
10 - 24	18	20%
25 - 49	11	13%
50 - 74	8	9%
75 - 99	7	8%
100+	23	26%
Total	88	100%

The frequency in which the firm contacted FTI during the past year is depicted in Table 10.

Table 10

FREQUENCY IN WHICH FIRM CONTACTED FTI DURING PAST YEAR

TIMES	FIRM CONTACTED FTI	PERCENT
0-3	70	79%
4-6	12	14.1%
7-9	1	1.2%
10-13	1	1.2%
14 or more	4	4.7%
		100.0%

Approximately twenty percent of the firms did not contact FTI during the previous year, at least one time. The school's marketing practices must be reviewed to insure that the school does a better job in informing the businesses about the product the school offers.

Ideally, as the population expands, industry will expand to provide the growing population with more goods and services. When industry expands, new jobs will be created for the growing population. Industry expansion then is one of the components of labor demand. The second component is replacement. Replacements are needed for those workers who retire or die; or who must leave for other reasons such as family responsibility. The Employment Security Commission of North Carolina (1981) reports that 47.7 percent of jobs will be due to expansion needs and 52.3 percent of jobs will be replacement needs. This business survey reported a replacement need of sixty-three percent compared to thirty-seven percent due to expansion needs. Replacement personnel were particularly needed in the construction, manufacturing, and health-related areas.

Sixty-six percent of businesses surveyed felt FTI had programs that would meet their employment needs. Over fifty percent of the firms stated they do employ FTI students, both graduates and present students.

In summary, two areas of emerging occupations were mentioned by the survey respondents: computer

related jobs and health related occupations. Presently, FTI offers solid programs in both areas. Approximately eighty percent of the firms showed a willingness to speak with FTI representatives about employment needs. Within the next five years, the greatest number of job openings will occur in the service worker occupation, followed by clerical workers, technical workers, and health specialists. Service workers will have the highest rate of growth at 5.4 percent, followed by managers and sales workers at 3.3 percent, and clerical workers at 3.1 percent. These findings compare quite favorably with employment-needs studies conducted by Muraski (1982) and Williamson (1981). The businesses listed sixty positions of specialized training that they have trouble filling. FTI currently provides a program in all but two areas, heavy equipment operator and auto body repair. FTI will begin the latter in 1984-85.

Part III. Community Needs Assessment

A mail survey, using a random sample, was mailed to 1,752 Cumberland County residents. A total of 203 residents returned completed surveys for a returned response rate of twelve percent. The primary purpose of this community needs assessment study was to determine the knowledge, perceptions, and opinions which the community had about FTI. The information was then utilized by school administrators in planning future educational services for the community residents.

Approximately thirty-two percent of the sample group indicated that at least one member planned to enroll in a degree or diploma program within the next five years. Of significant interest is that the age group of thirty-one to forty-five years accounts for almost fifty percent of the total responses. Age group eighteen to twenty-two has very little significance on future plans with less than three percent (see Table 11).

Table 11

NUMBER OF HOUSEHOLD MEMBERS PLANNING EDUCATIONAL ENROLLMENT IN NEXT FIVE YEARS BY AGE

	One-Member		2-5 Members		Total	
	Number	Percent	Number	Percent	Number	Percent
0-17	0	0	0	0	0	0
18-22	2	100%	0	0	2	100%
23-30	18	95%	1	5%	19	100%
31-45	30	97%	1	3%	31	100%
46 and over	11	85%	2	15%	13	100%

Males and females have indicated very strongly their preference of part-time status over full-time status. There is no significant difference between males and females regarding full-time and part-time enrollment plans. These findings compare favorably with a study

conducted by Clark (1982) at Western Piedmont Community College (see Table 12).

Table 12

FULL-TIME AND PART-TIME ENROLLMENT PLANS BY SEX

	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	25	27%	67	73%	92	100%
Female	9	26%	26	74%	35	100%

College officials are concerned now, more than ever before, with curricula which may be applied to both full-time and part-time students. Trends at FTI compare quite favorably with state and national trends. Projected enrollment by age reveals that seventy-nine percent of the students are classified as part-timers and the remaining twenty-one percent are classified as full-time students. Of the 122 students identified in the survey as part-time students, age group 23-30 years accounted for forty-three percent of the total (see Table 13).

Table 14 discloses that males have a much higher preference for evening classes than females. Females prefer evening classes, very slightly, over day-time classes.

Table 13

FULL-TIME AND PART-TIME ENROLLMENT PLANS BY AGE

	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
0-17	0	0	0	0	0	0
18-22	2	22%	7	78%	9	100%
23-30	10	16%	53	84%	63	100%
31-45	15	29%	36	71%	51	100%
46 and over	6	19%	26	81%	32	100%

Table 14

TIME OF DAY PREFERRED TO TAKE CLASSES BY SEX

	Day		Evening		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	24	24%	75	76%	99	100%
Female	17	44%	22	56%	39	100%

Respondents were requested to respond to their anticipated educational and/or training needs for the next five years. A review of the survey instruments disclosed no requests for additional curricula beyond those currently being offered. Aspirations for further education ranged

from the doctoral degree to a high school diploma. Approximately sixty percent of the respondents expressed an interest in the fields of business-related courses (i.e., accounting, banking, and business administration); health-related; and computer-related courses ranging from operator to maintenance. These findings compare quite favorably with a needs assessment study conducted by Caldwell Community College (1982). Business administration, nursing, and computer science courses were the most sought after courses by the community residents in that study.

Table 15 depicts the respondents' plans for curriculum program by sex for the next five years.

Table 15

PLANS FOR CURRICULUM PROGRAMS
IN NEXT FIVE YEARS BY SEX

	Associate Degree		Diploma		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	57	40%	84	60%	141	60%
Female	28	42%	39	58%	67	58%

Forty-two percent of the respondents indicated a desire to earn an associate degree within the next five years. Females, slightly more than males, are more inclined to favor the associate degree. On the other hand,

males outnumber females slightly in favor of diploma programs.

Table 16 reveals the plans for curriculum programs in the next five years by age.

Table 16

PLANS FOR CURRICULUM PROGRAMS IN THE NEXT FIVE YEARS BY AGE

	Associate Degree		Diploma		Total	
	Number	Percent	Number	Percent	Number	Percent
0-17	0	0	0	0	0	0
18-22	3	27%	8	73%	11	100%
23-30	26	46%	30	54%	56	100%
31-45	34	43%	46	57%	80	100%
46 and over	22	37%	37	63%	59	100%

Of the total responses received, eighty-five indicated a desire to earn an associate degree. Forty percent of this figure were identified in the age group of 31-45 years. One hundred twenty-one respondents indicated a desire to earn a diploma. Thirty-eight percent of this group was in the age group of 31-45 years.

Tables 17 and 18 reveal the interests in two-year degree classes for transfer to a four-year program by sex and age.

Table 17

INTEREST IN TWO-YEAR DEGREE CLASSES FOR TRANSFER TO A FOUR-YEAR PROGRAM BY SEX

	Yes		No		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	54	77%	16	23%	70	100%
Female	22	69%	10	31%	32	100%

Table 18

INTEREST IN TWO-YEAR DEGREE CLASSES FOR TRANSFER TO A FOUR-YEAR PROGRAM BY AGE

	Yes		No		Total	
	Number	Percent	Number	Percent	Number	Percent
0-17	0	0	0	0	0	0
18-22	7	100%	0	0	7	100%
23-30	23	79%	6	21%	29	100%
31-45	33	79%	9	21%	42	100%
46 and over	12	52%	11	48%	23	100%

Males and females both indicated a strong desire to this option. Of the seventy-five responses received in relation to option and age, age group 31-45 accounted for forty-four percent of the total "yes" responses. Age group

23-30 was the follow-up group with a thirty-one percent "yes" response. In a recent community needs assessment study conducted by Lau (1982), respondents indicated that the two most important purposes for the college were vocational educational and transfer education to four-year colleges and universities.

Another option available to the respondents was to choose a two-year program which would train them for their immediate careers in the job market. Table 19 reveals that both males and females heavily favor this option. The age group from 31 to 45 years of age received forty-five percent of the "yes" response to this option (see Table 20).

Table 19

INTEREST IN TWO-YEAR DEGREE PROGRAMS FOR IMMEDIATE CAREERS BY SEX

	Yes		No		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	53	76%	17	24%	70	100%
Female	20	69%	9	31%	29	100%

Table 20

INTEREST IN TWO-YEAR DEGREE PROGRAMS
FOR IMMEDIATE CAREERS BY AGE

	Yes		No		Total	
	Number	Percent	Number	Percent	Number	Percent
0-17	0	0	0	0	0	0
18-22	6	86%	1	14%	7	100%
23-30	17	77%	5	23%	22	100%
31-45	32	76%	10	24%	42	100%
46 and over	16	62%	10	38%	26	100%

Table 21 reveals that forty-nine percent of the respondents indicated they receive information about FTI from friends. Of least significance are the local radio stations which account for only one percent of the total sample respondents.

Ninety-four percent of the respondents indicated they had positive opinions about FTI. Less than three percent of the sample indicated negative opinions as depicted in Table 22.

Over fifty-three respondents indicated that low cost was the most important reason why he/she attended FTI (see Table 23).

Table 21

INFORMATION MEANS RELEVANT TO
COMMUNITY SURVEY RESPONDENTS

Where do you get most of your information about FTI?	Number	% of Response
Talking with friends	89	49%
Talking with students	20	11%
Local radio stations	2	1%
Local newspapers	40	22%
FTI literature	24	13%
Other *	8	4%
No response	20	-
		100%

* Other category includes community associations and FTI instructors and staff personnel.

Table 22

COMMUNITY SURVEY RESPONDENTS' OPINIONS ABOUT FTI

Have most of the opinions you have heard about FTI been:	Number	% of Response
Positive	180	94.2%
Negative	5	2.6%
Other	6	3.1%
No response	12	-
		100.0%

Table 23

MOST IMPORTANT REASONS WHY STUDENTS ATTEND FTI

	Number	% of Completed Survey
Low cost	104	53.9%
Closeness to home	41	21.2%
Good reputation	23	11.9%
Specialized program	23	11.9%
Other	2	1.0%
No response	10	-
	203	100.0%

Table 24

COMMUNITY SURVEY RESPONDENTS FREQUENCY OF RESPONSE WITH FTI

I have contacted FTI over the last year.	Number	% of Response
0-3 times	121	63%
4-6 times	25	13%
7-9 times	10	5.2%
10-13 times	3	1.6%
14 or more times	33	17.2%
No response	11	0

Of concern to college officials was the frequency of contact survey respondents had with FTI. Table 24 reveals that over seventeen percent of the survey respondents had fourteen or more contacts with FTI during the past year. Of particular concern to the school is the fact that sixty-three percent of the sample had contacted FTI three or less times during the past year.

In regards to the response rate by townships, a chi square test (goodness - of - fit) was used with an attempt to achieve a level of significance of .05. The data in Table 25 indicate that respondents in townships located closer to the FTI campus had a higher response rate to the survey than respondents residing in townships further away from the campus.

All of the survey instruments have been given to the Dean of Student Development. A letter has been forwarded to each respondent who participated in this survey and requested information about FTI. The Business Surveys were given to the Job Placement Officer, who in turn contacted businesses by telephone that had requested additional information.

Table 25

COMMUNITY NEEDS ASSESSMENT RESPONDENTS BY TOWNSHIPS

Name of Township	Completed Surveys Returned	% Response
Beaver Dam	2	1%
Black River	2	1%
Carver Creek	15	7%
Cedar Creek	12	6%
Cross Creek	59	29%
Eastover	6	3%
Grays Creek	4	2%
Manchester	24	12%
Pearce's Mill	8	4%
Rock Fish	12	6%
Seventy-First	59	29%
Total	203	100%
Chi Square = 263.541		
Degrees of Freedom = 10		
Significance = .05		

Part IV. Future Enrollment Projections

The future responsibility of the Community College System will continue essentially its present organizational, financial, and program characteristics -- that is, the

System will continue to be governed at the state level by the State Board of Community Colleges with local boards of trustees exercising significant control over their institutions. The Department of Community Colleges' estimate of enrollment trends for the next five years are shown in Table 26 (University of North Carolina:1983).

Table 26

PROJECTED ENROLLMENTS IN THE COMMUNITY COLLEGE SYSTEM (FTE)

	Projected				
	1982-83	1983-84	1984-85	1985-86	1986-87
Curriculum	92,250	97,133	102,306	107,785	113,591
Continuing Education	44,695	45,146	45,593	46,049	46,510
Totals	136,945	142,279	147,899	153,834	160,101
Projected percentage increases		3.89%	3.93%	4.01%	4.07%

Extensive analyses of enrollment trends, using data from the State Employment Security Commission, National Center for Educational Statistics (1982), and community needs assessment surveys were conducted. FTI's estimate of enrollment trends for the next five years is shown in Table 27. Analysis of historical enrollment data and survey responses from high school students and members of the community's adult population indicate significant

enrollment increases during the next five years (Long Range Plan 1984-1989, FTI Curriculum Division:1984).

Table 27

STUDENT ENROLLMENT PROJECTIONS

Year	Enrollment	Head Count Increase	Percentage Increase
1984-85	5,952	240	4.2
1985-86	6,202	250	4.2
1986-87	6,456	254	4.1
1987-88	6,714	258	4.0
1988-89	6,976	262	3.9

As society changes, the needs of society, as reflected by new generations of students pursuing new careers, will constitute a constant change to FTI. And, as students are the ultimate determinants of virtually all of FTI's future, the school will adjust to accommodate their requirements and will be influenced by their changing needs and desires. It is expected that the national trends that bring older students taking fewer courses will cause the institution to seek better predictors of future enrollments to provide the needed leadtime for revisions in programs, faculty, and facilities.

Chapter 5

INTERPRETATION, CONCLUSIONS, AND RECOMMENDATIONS

Interpretation of Results

The planning for the future of educational institutions such as Fayetteville Technical Institute is a complex process which includes the thinking and decision making of the people involved. One of the major goals for the school's new long range plan was to provide more educational opportunities and services to the citizens of Fayetteville and Cumberland County. The purpose of this study was to assess the educational needs of Fayetteville and Cumberland County residents so that college officials were better prepared to establish objectives for meeting these goals. This study has become a valuable component in the long range plan for Fayetteville Technical Institute.

An example of how the results of a needs assessment study becomes a valuable component of the institution's long range plan is the study conducted by Hopson (1983) at Delgado Junior College. A needs assessment study was conducted of the orthotics and prosthetics program at the school. The results revealed two major points: (1) no new jobs existed in the area for students; and, (2) students were unwilling or unable to relocate.

Based on this information, the school dropped the program. A second study led to modifications of Delgado's curriculum. A task force was formed to assess the relevance of the curriculum in engineering technologies. The results of the assessment study revealed that calculus was an unnecessary requirement in several programs. Programs were changed accordingly.

Strategies Internal to the College

1. This study did receive the support of Fayetteville Technical Institute. The President of FTI has received a completed copy of the report.

2. The completion of this needs assessment study has been of tremendous importance to FTI. A significant body of reliable data on which to base some planning has been acquired. The school's sixteen-member Long Range Advisory Committee, chaired by the President of FTI, included staff, faculty, and students. From this committee, eleven sub-committees were formed to establish specific goals and objectives using this needs assessment study as the basis. This study has allowed the committee to make projections in specific areas such as projected enrollment; physical facilities needed; equipment needed; curricula changes; and administrative and support personnel.

3. The results of this study were given to the college's Marketing Director, who is concerned with

developing marketing strategies appropriate for the institution. The results of this study should prove particularly valuable in this area.

4. The results of this study have become a major component of the long range plan for Fayetteville Technical Institute.

Strategies External to the College

The results of this study will be forwarded to the North Carolina Community College System, where it will be compared with other completed similar studies.

In summary, while planning for the needs assessment of any area, a systematic procedure must be employed. Lamar (1978) proposed that the goals and objectives of an institution are determined principally on the needs of the community. Kaufman (1972) equates needs assessments with planning and goals.

The planning process for community college education involves the gathering of data for analysis in formulating programs to meet upcoming needs. Fayetteville Technical Institute had not conducted a needs assessment study in seventeen years. The needs assessment study for FTI included businesses and government, community residents and high school juniors and seniors. Since the long range plan for the school was close to obsolesence, the needs assessment studies proved to be a valuable component for the school's five-year long range plan.

Conclusions

In the next section of this chapter, the eight objectives of this study are related to the results.

Objective 1. What are the educational plans of the community residents for the next five years?

Educational plans of the community residents for the next five years (question 1) reveals that males and females have indicated very strongly their preference of part-time status over full-time status. Approximately sixty percent of the community respondents expressed an interest in the fields of business related courses (i.e., accounting, banking, and business administration) and computer science related courses ranging from operator to maintenance. Females, slightly more than males, are more inclined to earn an associate degree. A strong interest exists among males and females in favor of two-year college classes being transferred to a four-year program. There was a strong interest noted by both males and females towards a two-year program which would train the student for an immediate career in the job market. There were also some interest in noncredit courses as well as vocational classes oriented toward specialized skills. In summary, associate degrees appear to be in high demand for the community residents, for the next five years.

Objective 2. How do people learn about the college, its offerings, and its programs?

Most respondents received information about the college (question 2) from talking with friends, local newspapers, FTI literature, and talking with current and former students. Local radio received only one percent of the total responses. High school students find out about the college's offerings through college representatives and FTI literature. Businesses lean towards the newspapers and FTI contacts to learn about college offerings. Other methods in which residents receive information about college offerings are through the school newsletter, career days in high schools, and college representatives speaking to local groups. In summary, individuals and groups in the community were identified as the major source of information about the college and the public received information about the college from a variety of other sources.

Objective 3. How frequently are the community residents in contact with the college?

Over sixty percent of the community respondents had been in contact with FTI at least once in the past year (question 3). Seventeen percent of the survey respondents indicated they had been in contact with FTI a minimum of fourteen times within the past year.

Most respondents have not attended any college event or made use of the school's programs or events; if they have participated in any activity, it tended to be cultural. The relationship between proximity to the

campus and attendance and use of facilities was pronounced as people from local townships were more likely to participate than people who lived in a distant township.

Objective 4. What are some of the factors which influenced community residents to enroll or not enroll at Fayetteville Technical Institute?

Over fifty percent of the community respondents indicate that "low cost" is the most important reason for attending FTI (question 4). The "low cost" was followed closely by closeness to home; good reputation; and specialized programs. Some respondents did not enroll at FTI because of babysitting problems; classes they wanted to enroll in were not being offered; and, transportation problems. Most people in FTI's district thought the college has been doing a better than average job of providing low cost, close-to-home educational property for its citizens, i.e., meeting community needs.

Objective 5. What are some of the factors that will influence high school students to enroll or not to enroll at Fayetteville Technical Institute in the future?

The most influential factors affecting students post-high school plans were parents and the availability of programs at the educational institution (question 5). Of least significance to the high school student in deciding future educational plans were the high school teacher and convenient location. Approximately sixty-five percent of the students selected a four-year college or university

after graduation from high school. A large percentage of high school students indicated that FTI courses should be transferable to four-year colleges. This will be an important issue for the college to address again in the immediate future.

Objective 6. Are current FTI marketing strategies having considerable influence on students to attend this school?

Most respondents received information about the college from talking with friends (50.9%). Approximately forty percent of the respondents received information about FTI from newspapers (question 6). Other sources of information about FTI included talking with students (11.4%) and FTI literature (13.7%). People received approximately one percent of the information about the college from radio. FTI counselors visit local high schools on a monthly basis and distribute up-to-date information about the programs at FTI. Businesses in Cumberland County receive literature and telephone calls about FTI programs through the Job Placement Office and the Co-Op Educational Office at FTI. The college conducts open-house for groups of the community, high school students, and all other interested personnel. The marketing strategies, at this school, continue to be updated on a yearly basis.

Objective 7. Are the educational needs of the businesses, institutions, and government in Cumberland County being fulfilled?

Sixty-six percent of the respondents indicated they felt that FTI had programs that met their educational/employment needs (question 7). Approximately eighty-five percent of the firms reported they preferred employees who had earned academic credit for career-related, on-the-job work experience. Approximately the same percentage of the firms indicated a willingness to consider providing cooperative education work experience in career-related jobs.

Within the next five years, the greatest number of job openings will occur in the service worker occupation, followed by clerical workers, technical workers, and health specialists. The businesses listed sixty positions of specialized training that they have trouble filling. FTI currently provides a program in all but two areas, heavy equipment operator and auto body repair. FTI will begin the latter in school year 1984-1985.

Objective 8. Are there any noticeable trends or differences depicted between the high school senior and junior classes?

Forty-seven percent of the high school seniors selected a four-year college or university, compared to fifty-three percent of the high school juniors who selected the same option (question 8). A total of sixty-three seniors (male and female) selected the military service, as compared to thirty-five juniors. In reference to their post-high school plans, fifty-four percent of the juniors were influenced by their parents as compared

to forty-six percent of the seniors. Of least significance to the high school students was the business school which accounted for only two percent.

The juniors were slightly more influenced by their parents, than were seniors in making their post-high school decisions. Since approximately seventy percent of the juniors and seniors stated their goal is to go on to a four-year institution, the possibility of FTI becoming a community college, instead of an institute, should be looked at again in the near future. A possibility exists that some of these students may decide to take their first two years of college at home. In summary, in selecting a four-year college or university, these findings compare favorably with other similar findings conducted by Brookdale Community College (1983).

Without a doubt, the college has received a wealth of information about the knowledge, perceptions, and opinions held by the community, high school students, and businesses concerning FTI. Presently the college has a good image in the community, and from the large number of favorable comments received, it seems reasonable to think that this survey has helped, in at least a small way, to enhance the college's image. Because of the projected changes in population growth, changes in college services, the wealth of data received, and the goodwill generated by the survey, it can be conducted

periodically to help the college monitor and evaluate its success in meeting community needs.

Recommendations

Based on the findings of this study, the following recommendations are being made:

1. Business and industry listed computer-related jobs and health care specialists as those that require specialized training during the next five years. These areas also were cited as major emerging occupations. Significant interest was shown by students and businesses for a Computer Operations program. FTI must continue to evaluate the business occupational, health care, and computer programs, on a yearly basis, to insure they are meeting the needs of the community and business.

2. Adult respondents identified a need for the evening program to be expanded. A significant number of part-time and full-time students expressed a desire for greater flexibility in designing their own programs. Eighty percent of adults and twenty-three percent of high school students preferred part-time status as the means of pursuing a degree or diploma. FTI should schedule additional classes for both the day-time and evening students.

3. In the area of marketing, businesses with over 100 employees did not perceive FTI as being needed for their employment training. A high percentage of

respondents were not aware of FTI's program or did not know whether these programs would meet their needs. FTI must do a better job of marketing the school to large businesses in the area. Marketing should address such areas as earning credits while attending FTI and on-the-job training provided by the Cooperative Education Department. The school's marketing plan must be reviewed, analyzed, and updated on a yearly basis so that all segments in Cumberland County are aware of the school's offerings.

4. A significant number of adults favored programs which are transferable to four-year colleges and universities. Close to eighty percent of the high school seniors and juniors expressed preference for a baccalaureate education. A possibility exists that a percentage of these high school seniors and juniors may decide to complete their first two years at FTI before going on to a four-year institution. Since FTI is classified as an "institute", the school's credits are not transferable to four-year institutions. The school should explore this area by conducting a needs assessment study at least every two years. If the interest continues to increase, then FTI should consider converting to a community college, where curriculum credits are transferable to a four-year institution.

Summary

The purpose of a community college is to meet the needs of the community. One method of obtaining this

information is through a community needs assessment survey.

The statement of the problem for this study was that the college lacked current information regarding the needs of the community, high school students, and businesses. The rationale was that the community should have direct input into the college's planning process and this can best be done by a coordinated, well-organized, systematic sampling method.

Last fall, the new president of FTI established a Long Range Plan Advisory Committee for the purpose of updating the school's plan. It was determined that a needs assessment study consisting of community residents, local high school students, and selected businesses would be required. This study undertook that mission. A preliminary plan was developed which consisted of (1) an in-depth review of related literature, and (2) a review of other needs assessment studies that had been conducted. From this research it was determined that the mail survey method would be used and that a one percent random sample would be made of county residents. It was established that all high school seniors and juniors would be included in this study. Furthermore, it was established that all businesses with 100 or more employees would be included as well as a random sample of the remaining businesses. A pilot test was conducted to establish the validity of each of three instruments.

A total of 203 community residents responded to the survey. A total of eighty-eight businesses participated in the study as well as a total of 893 high school students.

The results were tabulated and presented in the form of a series of tables. The results were placed into an Apple IIe computer using TELO-FACTS software.

Over eighty percent of the high school students selected a four-year college or university after graduation from high school. Over fifty percent of the students were influenced by their parents in making their post-high school decision. High school teachers had little effect on the student's post-high school plans.

Seventy percent of the community residents indicated a strong concern for more part-time classes. Interests were expressed in the business area (banking, marketing, and retailing) as well as in computers. There was also a strong concern for health related courses. Over ninety percent of the community residents felt that FTI had a good image within the community.

Businesses indicated they were quite satisfied with the educational needs provided by FTI. Small businesses have a tendency to visit FTI, more so than the large businesses. Approximately seventy percent of the firms responding to the survey are involved in the co-op educational program at FTI.

The recommendations resulting from this study are as follows:

1. Business and industry listed computer-related jobs, health care specialists, and business occupational jobs as those jobs requiring specialized training in the next five years. FTI must continue to evaluate these programs on a yearly basis.

2. The evening program must be evaluated and changed accordingly. There is a greater demand for part-time evening students. In addition these students want more flexibility in designing their own programs.

3. FTI's marketing plan must be updated. Large businesses, employing 100 or more employees, need to be addressed more carefully. On-the-job training like that provided by the Cooperative Education Department should continually be stressed to the businesses.

4. Many FTI students, current graduates and prospective, have shown a desire for classes to be transferred to a four-year university. FTI should address this area again in approximately two years. If the interests of the community continue, FTI may consider converting to a "community college" in the future.

BIBLIOGRAPHY

Alfred, Richard A., and Nancy S. Nash. "Faculty Retraining: A Strategic Response to Changing Resources and Technology." Community College Review. Fall, 1983. Volume 11, No. 2.

Babbie, Earl R. Survey Research Methods. Belmont, CA: Wadsworth Publishing Co., Inc., 1973.

Banghart, Frank W., and Albert Trull, Jr. "Educational Planning." The MacMillan Co., New York, NY, 1973.

Blankenship, A. B. Professional Telephone Survey, McGraw-Hill, NY, 1978.

Brookdale Community College. "Report of Results of Brookdale Community College High School Survey", Lincroft, NJ, 1983, ED 233722.

Bushnell, David S. "Organizing for Change: New Priorities for Community Colleges." McGraw-Hill, Inc., New York, NY, 1973.

Caldwell Community College and Technical Institute "Needs Assessment Survey", Lenoir, NC, 1982. Educational Resources Information Center, 224529.

Census of Population (1980), U. S. Department of Commerce, February 1982.

Clark, Larry R. "An Interactive Planning and Evaluation Model for Higher Education." Paper presented at the annual meeting of the North Carolina Association for Institutional Research, Raleigh, NC, November 10-12, 1982.

Clary, Joseph R., and Maynard J. Iverson. "Maximizing Responsiveness to Industry by North Carolina Technical and Community Colleges." North Carolina State University, Raleigh, NC, 1983, Educational Resources Information Center 230741.

Coastal Carolina Community College Survey of Adult Educational and Career Aspirations of High School Students. Jacksonville, NC, 1982.

Coastal Carolina Community College Survey of Adult Educational Needs. Jacksonville, NC, 1982.

83/84

Cross, K. P. Adults as Learners. San Francisco: Jossey-Bass, Inc., 1981.

Cross, K. P. Beyond the Open Door: New Students to Higher Education. San Francisco: Jossey-Bass, 1971.

Cross, K. P. "Changing Students and the Impact on Colleges." Paper presented to the Educational Staff Seminar (Washington, DC, January 11, 1979). ED 168423.

Dejnozka, Edward L., and David E. Kapel. American Educators Encyclopedia. Greenwood Press, Westport, Conn., 1982.

Dillman, Don A. Mail and Telephone Surveys. John Wiley and Sons, NY, 1978.

Elgin Community College, 1976 Study of Post-High School Plans. Elgin, IL, 1976.

Employment Security Commission of North Carolina. Projections to 1985. Raleigh, NC, 1981.

English, Fenwick W., and Roger A. Kaufman. Needs Assessment: A Focus for Curriculum Development. Association for Supervision and Curriculum Development, Washington, DC, 1975.

Fayetteville (Cumberland County, NC) 1981-82 City Directory. Richmond, VA: Hill Directory Publishers, 1982.

Fayetteville Technical Institute Catalog, 1984-1987, Fayetteville, North Carolina, 1984.

Fayetteville Technical Institute Long-Range Plan 1984-1989, Curriculum Division, Fayetteville, North Carolina, 1984.

Gleazer, Edmund J., Jr. "The Community College: Values, Vision and Vitality." American Association of Community and Junior Colleges, Washington, DC, 1980.

Groff, Warren H. "Strategic Planning for Community Services and Continuing Education." Paper presented at the annual conference of the National Council on Community Services and Education. Detroit, MI, Oct 10-13, 1982.

Groves, Robert M., and Robert L. Kahn. Surveys by Telephone. "A National Comparison with Personal Interviews." Academic Press, NY, 1979.

Harlacher, Ervin L. "The Community Dimension of the Community College." Prentice-Hall, Inc., Englewood Cliffs, NJ, 1969.

Hopson, Carol S., and Others. "The Needs Assessment as a Planning Tool for the 1980's." Paper presented at the annual convention of the American Association of Community and Junior Colleges, New Orleans, LA, 1983.

Kaster, H. H., Jr. "Modifying the Open-Door Policy." Community College Review, Spring, 1979.

Kaufman, R. A. Educational System Planning, Englewood Cliffs, NJ, Prentice-Hall, 1972.

Kerr, Clark. "Fates and Fortunes of the Community College." Community College Journal. August/September, 1975.

Kotler, Philip, and Patrick E. Murphy. "Strategic Planning for Higher Education." Journal of Higher Education. September-October 1981.

Lau, Peter. "Pasadena Area Community College District Community Needs Assessment Study: Final Report." Pasadena, CA, 1982, Educational Resources Information Center, 224543.

Lamar, Carl S. Comprehensive Planning for Vocational Education. Arlington: American Vocational Association, 1978.

McIntyre, Chuck. Comprehensive Planning. U. S. Educational Resources Information Center. ERIC Document ED 223295, 1982.

Monroe, Charles A. Profile of the Community College, San Francisco: Jossey-Bass, Inc., 1977.

Muraski, Ed. J. "A Needs Assessment to Determine Employment Needs in Monroe County, Florida." Key West, FL., 1982, Educational Resources Information Center 223272.

National Center for Education Statistics, Projections of Education Statistics to 1990-91, Volume 1, U. S. Department of Education, Washington, DC, 1982.

Neuber, Keith A. Needs Assessment: A Model for Community Planning. Sage Publications, Inc., Beverly Hills, CA, 1980.

Newsweek, "Jobs", Closing the Education Gap. October 18, 1982.

Reed, Lester W., Jr. Occupational-Technical Program Need Assessment Model. U. S. Educational Resources Information Center. ERIC Document ED 180542, 1979.

Ryan, Jerry, and Susan Juba. A Survey of Citizens' Views about Brookdale Community College. U. S. Educational Resources Information Center, ERIC Document ED 224517, 1982.

Segner, Kenyon Bertell, III. "A History of the Community College Movement in North Carolina - 1927-1963." James Sprunt Press, Kenansville, NC, 1974.

Shearon, Ronald W., R. Templin, D. Daniel, L. Hoffman, and R. West. "Putting Learning to Work -- A Profile of Students in North Carolina Community Colleges, Technical Institutes, and Technical Colleges." Raleigh, North Carolina. North Carolina Department of Community Colleges, 1980.

Telephone Directory. Fayetteville, North Carolina, 1983.

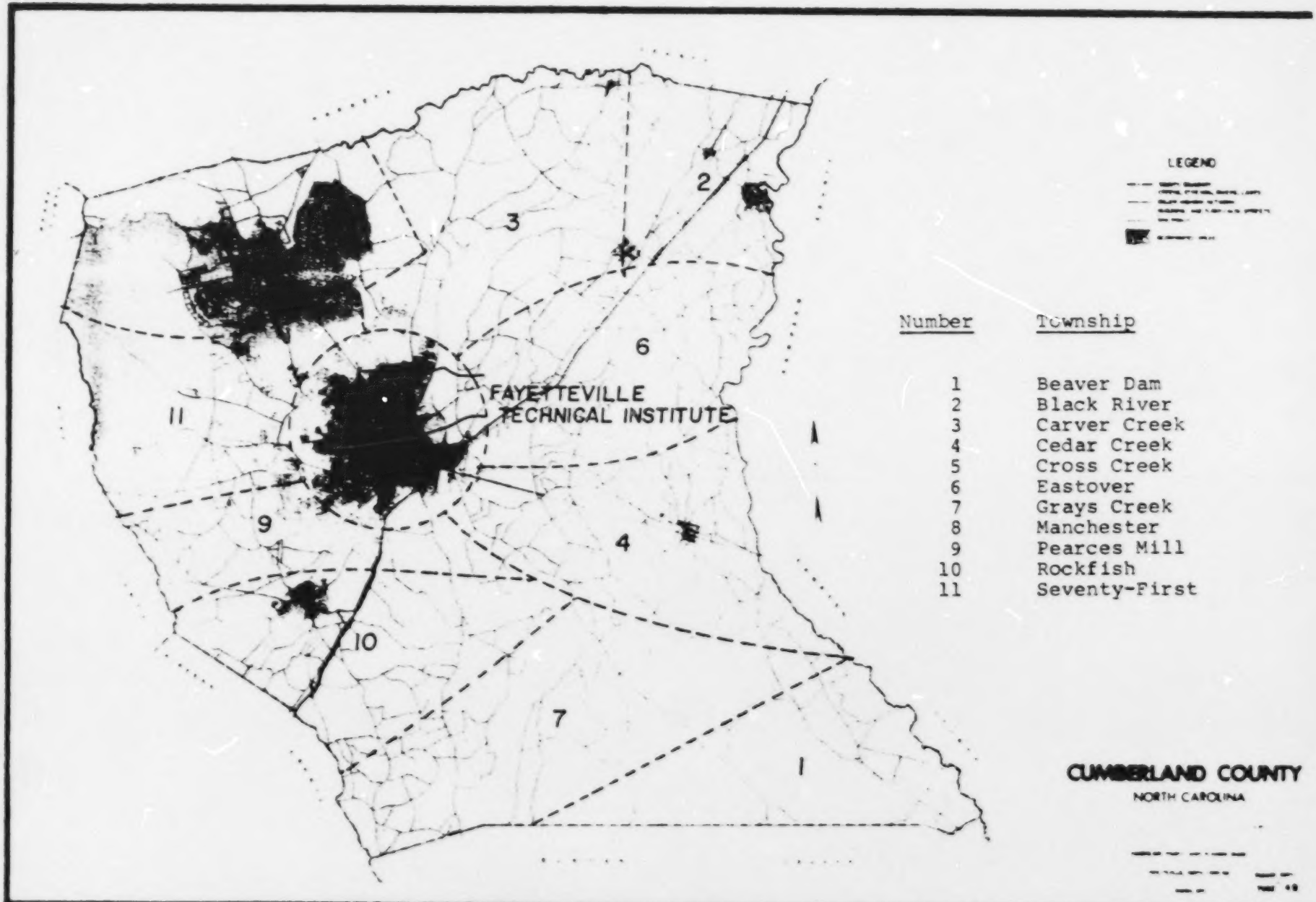
University of North Carolina, Long-Range Planning 1982-1987, Chapel Hill, NC, 1983.

Williamson, Debra B. "Research Findings of Employer Needs Assessment Survey." Florence-Darlington Technical College, Florence, SC, 1981, Educational Resources Information Center 224518.

Wytheville Community College, "Community Survey". Wytheville, VA, 1982.

Yarrington, Roger. "Assessing the Community Base." Community College Journal, August/September 1975.

APPENDIX A



Number	Township
1	Beaver Dam
2	Black River
3	Carver Creek
4	Cedar Creek
5	Cross Creek
6	Eastover
7	Grays Creek
8	Manchester
9	Pearces Mill
10	Rockfish
11	Seventy-First

BEST COPY AVAILABLE

APPENDIX B

FAYETTEVILLE TECHNICAL INSTITUTE
P.O. BOX 35236
FAYETTEVILLE, NORTH CAROLINA 28303-0236

DR. CRAIG ALLEN – PRESIDENT

BOARD OF TRUSTEES

HARRY F. SHAW
CHAIRMAN

THOMAS COUNCIL
VICE-CHAIRMAN

HOWARD L. HALL
SECRETARY

L. STACY WEAVER JR.
BOARD ATTORNEY

MEMBERS

WILLIAM C. BEARD JR.
JIMMY HARVEY
ROBERT C. LEWIS JR.
MRS. MARY ANN MCCOY
TOM MCLEAN
THORNTON W. ROSE
STEVE R. SATISKY
MRS. LURA S. TALLY
WAYNE T. WILLIAMS

January 12, 1984

Dr. Fletcher Womble, Superintendent
Fayetteville City Schools
P.O. Box 35326
Fayetteville, North Carolina 28303

Dear Dr. Womble:

Fayetteville Technical Institute is presently updating the school's Long-Range Plan. In February 1984, we would like to assess the educational needs of all juniors and seniors in Cumberland County by use of a survey. The major purpose of the Student Survey will be to collect information that will help FTI to respond more positively to students' post-high school plans.

If you have any objections to the distribution of these surveys, please let me know as soon as possible.

Your cooperation and participation in this project would certainly be appreciated, and the information will be of considerable benefit to the institution. If you would like a copy of the results of this study, I will be happy to provide it for you.

Sincerely,

Craig

Craig Allen
President

CA/khe

FTI

An Equal Opportunity Employer

APPENDIX C

FAYETTEVILLE TECHNICAL INSTITUTE

P.O. BOX 35236
FAYETTEVILLE, NORTH CAROLINA 28303-0236

BOARD OF TRUSTEES

HARRY F. SHAW
CHAIRMAN

THOMAS COUNCIL
VICE CHAIRMAN

HOWARD L. HALL
SECRETARY

L. STACY WEAVER JR
BOARD ATTORNEY

DR CRAIG ALLEN - PRESIDENT

MEMBERS

WILLIAM C. BEARD JR
JIMMY HARVEY
ROBERT C. LEWIS JR
MRS. MARY ANN MCCOY
TOM MCLEAN
THORNTON W. ROSE
STEVE R. SATISKY
MRS. LURA S. TALLY
WAYNE T. WILLIAMS

January 26, 1984

Mr. William Harrison
Terry Sanford High School
Fort Bragg Road
Fayetteville, N.C. 28303

Dear Sir:

Fayetteville Technical Institute is presently conducting a student survey of all juniors and seniors in the Cumberland County and Fayetteville City Schools. The major purpose of this student survey is to collect information that will allow FTI to continue to respond positively to your students' post-high school plans.

We request that every junior and senior (in so far as possible) complete a student survey. It is further requested that these surveys be administered as soon as possible upon receipt.

FTI counselors will return to your high school approximately one week after your receipt of the surveys to pick them up. Your cooperation and participation in this project is certainly appreciated, and the information will be of considerable benefit to this institution in its efforts to serve the youth of Cumberland County.

Sincerely,

Craig Allen

Craig Allen
President

vlr

An Equal Opportunity Employer

APPENDIX D

FAYETTEVILLE TECHNICAL INSTITUTE

Student Survey

1. Name of high school: _____.

2. Classification of the student answering this survey:

   a. Class: ___ senior ___ junior

   b. Sex: ___ male ___ female

   c. Ethnic Group:
   ___American Indian
   ___Asian or Pacific Islander
   ___Black
   ___Hispanic
   ___White

3. What is your current grade point average?

   ___A ___B ___C ___D

4. What will influence you most in making your post-high school educational or occupational decision? (Check one)

___high school counselor
___friend in my class who makes a similar decision
___older friend or family member who made a similar decision
___a high school teacher
___parents
___experience in school work
___experience out of school
___convenient location
___program I want offered
___cost of attending
___other (Please specify)_____

_____

5. What are your plans immediately after graduation from high school? (Check one)

___technical institute or community college
___junior college
___4-year college or university
___business school

___military service
___work
___other (Please specify)_____

_____

6. If you do plan to continue your education after graduation from high school, do you plan to attend school
___full time? ___part time?

7. List, in order of preference, your career interests (for example, teacher, mechanic, etc.):

1st_____ 2nd_____ 3rd_____

8. Attached are the educational programs currently being offered (or which could be offered) at Fayetteville Technical Institute.

List, in order of preference, the number (for example, T018, V003, etc.) of the program(s) in which you have an interest in enrolling:

1st_____ 2nd_____ 3rd_____

9. Are you aware you may earn academic credit for work experience while you are enrolled in a degree or diploma program? (yes or no) _____

10. If you would like to have general information about Fayetteville Technical Institute mailed to you, please print your name and mailing address below:

_____

_____

_____

EDUCATIONAL PROGRAMS

T-001 Agricultural Business Technology
T-002 Agricultural Chemicals Technology
T-126 Agricultural Science
V-100 Commercial Fishing
T-014 Fish & Wildlife Management Technology
T-012 Floral Design and Management Technology
T-007 Forest Management Technology
V-021 Horticulture
T-131 Horticulture Business Technology
V-027 Lumber Specialist
T-086 Marine Laboratory Technology
T-085 Marine Technology
T-008 Outdoor Recreation Resources
T-101 Poultry & Livestock Technology
V-132 Retail Floriculture
V-041 Saw Filer
V-025 Sawyer
T-013 Soil & Water Conservation Technology
V-061 Taxidermy
V-087 Waste Water Treatment Plant Operator
T-015 Wood Products
V-109 Commercial Art
T-068 Commercial Graphics
T-077 Interior Design
T-069 Photography Technology
V-023 Pottery Production
T-016 Accounting
T-112 Banking and Finance
T-018 Business administration
V-012 Computer Operator
T-028 Court Reporting
T-022 Electronic Data Processing
T-143 Fashion Merchandising & Marketing Technology
T-033 General Office Technology
V-066 Hospital Ward Secretary
T-049 Industrial Management Technology
T-128 Insurance
T-020 Marketing & Retailing Technology
T-053 Medical Records Technology
T-146 Public Administration
T-127 Real Estate
T-030 Secretarial Science
T-041 Architectural Technology
V-007 Carpentry
T-038 Civil Engineering Technology
V-015 Drafting - Building Trades
V-070 Masonry

EDUCATIONAL PROGRAMS

(Continued)

T-142 Occupational Therapy Assistant
V-108 Optical Laboratory Mechanics
V-037 Plumbing and Pipefitting
T-125 Surveying Technology
T-066 Audiovisual Technology
V-067 Child Care Worker
T-118 Education Aide
T-080 Library Assistant
T-107 Social Service Associate
T-151 Special Education Associate
V-088 Teacher Aide
T-158 Biomedical Equipment Technology
T-040 Computer Technology
V-113 Digital Electronic Equipment Repair
V-116 Electric Motor Repair
T-044 Electrical Engineering Technology
V-018 Electrical Installation and Maintenance
V-060 Electrical Lineman
T-039 Electromechanical Technology
V-042 Electronic Servicing
T-045 Electronics Engineering Technology
V-124 Industrial Electricity
T-048 Instrumentation Technology
T-065 Telephony
V-090 Vending Machine Maintenance
T-059 Associate Degree Nursing
V-011 Dental Assistant
T-054 Dental Hygiene
T-055 Dental Lab Technology
T-168 Developmental Disabilities Technology
T-140 Drug and Alcohol Technology
T-139 Emergency Medical Science
V-111 Geriatric Care Specialist
V-052 Home and Hospital Aide
T-136 Human Services Technology
V-030 Medical Lab Assistant
T-058 Medical Office Assistant
T-056 Mental Health Associate
T-104 Nuclear Medicine Technology
V-001 Automotive Body Repair
V-003 Automotive Mechanics
T-081 Aviation Management and Career Pilot Technology
T-003 Diesel and Equipment Technology
T-171 Diesel/Gas Truck Technician
V-020 Farm Machinery Mechanics

EDUCATIONAL PROGRAMS

(Continued)

V-026 Heavy Equipment Mechanics
V-064 Heavy Equipment Operator
T-060 Opticianry
T-161 Pharmacy Technology
T-062 Physical Therapist Assistant
V-038 Practical Nursing
T-061 Radiologic Technology
T-083 Recreational Therapy
T-091 Respiratory Therapy
V-071 Surgical Technology
T-004 Veterinary Medical Technology
T-036 Air Conditioning, Heating and Refrigeration Tech.
V-131 Boiler Mechanics
V-017 Drafting - Mechanical
T-163 Energy Technology
T-042 Furniture Drafting and Product Development
V-022 Graphic Arts - Printing
V-119 Gunsmithing
V-128 Hosiery Knitting Machine Fixing
T-047 Industrial Engineering Tech.
V-055 Industrial Laboratory Asst.
V-028 Industrial Maintenance - Electromechanical
T-121 Machinist Technology
T-051 Mechanical Engineering Tech.
V-130 Packaging Machinery Servicing
T-026 Printing Management
V-123 Solar Mechanic
T-011 Recreational Grounds Management Technology
V-034 Marine Mechanics
V-085 Motorcycle Mechanics
V-083 Truck Driver Training
V-004 Airframe and Power Plant Mechanics
T-094 Recreation Associate
V-118 Piano Tuning and Repair
T-120 Paralegal Technology
T-025 Hotel and Restaurant Management
T-057 Funeral Service Education
V-053 Foodservice Specialist
T-074 Foodservice Management
V-009 Cosmetology
V-069 Clothing Construction
V-043 Radio and Television Broadcasting
T-141 Postal Service Technology
T-063 Fire Science
T-129 Criminal Justice - Protective Service Technology

T-024 Broadcasting Technology
V-050 Welding
V-049 Watchmaking
V-082 Upholstering
V-048 Tool and Die Making
T-090 Textile Technology and Management

APPENDIX E

FAYETTEVILLE TECHNICAL INSTITUTE

P.O. BOX 35236
FAYETTEVILLE, NORTH CAROLINA 28303-0236

BOARD OF TRUSTEES

HARRY F. SHAW
CHAIRMAN

THOMAS COUNCIL
VICE CHAIRMAN

HOWARD L. HALL
SECRETARY

L. STACY WEAVER JR.
BOARD ATTORNEY

DR. CRAIG ALLEN - PRESIDENT

MEMBERS

WILLIAM C. BEARD JR.
JIMMY HARVEY
ROBERT C. LEWIS, JR.
MRS. MARY ANN McCOY
TOM McLEAN
THORNTON W. ROSE
STEVE R. SATISKY
MRS. LURA S. TALLY
WAYNE T. WILLIAMS

January 31, 1984

Mr. Mickey McIntosh
Personnel Manager
Black & Decker Inc.
P.O. Box 64429
Fayetteville, North Carolina 28306

Dear Mr. McIntosh:

Fayetteville Technical Institute is presently conducting a survey among the businesses and industrial communities of Fayetteville and Cumberland County. The major purpose of the Employer Needs Assessment Survey is to collect information that will allow FTI to continue to respond positively to the employment requirements of this area.

We would appreciate it if you would complete the enclosed questionnaire and return it to us at your earliest convenience. A stamped, self-addressed envelope is provided for your use in mailing the instrument.

Your cooperation and participation in this project is certainly appreciated and will be extremely beneficial as we attempt to serve the labor needs of the business and industry of our county.

Sincerely,

Craig Allen

Craig Allen
President

vlr

Enclosures

FTI

101/102

An Equal Opportunity Employer

APPENDIX F

FAYETTEVILLE TECHNICAL INSTITUTE

Business Survey

1. Please indicate the nature of your business/profession by checking the most appropriate block which best describes your firm:

___agriculture
___forestry and fisheries
___mining
___construction
___manufacturing
___transportation, communications, and public utilities
___wholesale trade
___retail trade
___finance, insurance, and real estate
___services
___health care
___public administration
___other (specify)_____.

2. How many personnel do you employ locally? (Check one)

___0-9, ___10-24, ___25-49, ___50-74, ___75-99, ___100+

3. How many Fayetteville Technical Institute graduates do you currently employ?_____

4. How many of your employees are currently students at FTI? _____

5. Do you prefer employees who have earned academic credit for career-related, on-the-job work experiences?
a.___(yes) b.___ (no)

6. Would you consider providing Cooperative Education (work experience) opportunities to FTI students when possible to do so?
a.___(yes) b.___(no)

7. Approximately how many new/replacement personnel do you hire each year?

_____new _____ replacement

8. What position(s) which require(s) specialized training do you have the most difficulty filling? Please list:

Job Title	Approximate Employees Required
_____	_____
_____	_____
_____	_____

9. Does Fayetteville Technical Institute currently offer a program which helps meet your employment needs? (Check one)

___yes ___no ___don't know

10. If answer to number 9 is "no" or "don't know," please list the job title(s) or skills for which you need trained personnel:

Job Title	Approximate Employees Required
_____	_____
_____	_____
_____	_____

11. List any emerging occupations or job skills (within the next five years) in your industry which will require specialized training:

Job Title	Approximate Employees Required
_____	_____
_____	_____
_____	_____

12. Do you offer educational incentives in terms of tuition and released time for training? (Check one)
a.___(Yes) b.___(no)

13. Who are you presently contacting to advertise for position vacancies within your firm?_____
_____

14. How frequently did your firm contact FTI during the last year?

___0-3 times
___4-6 times
___7-9 times
___10-13 times
___14 or more times

15. Would you be willing to discuss your employment/ training needs with an FTI representative? (Check one)
a.___(yes) b.___(no)

If yes, please list name, telephone number, and title of person completing this form:

_____

_____

_____

APPENDIX G

FAYETTEVILLE TECHNICAL INSTITUTE

Community Survey

In order to be of greater service to you, Fayetteville Technical Institute is planning for the growth and development of its programs. Will you please assist in this planning by completing this questionnaire and returning it in the enclosed envelope as soon as possible?

1. Are you aware you may earn academic credit for work experience while you are enrolled in a degree or diploma program? a.___(yes) b.___(no)

2. How many in your immediate family (including yourself) are currently enrolled or have previously taken classes at FTI? Please indicate number:

a. currently enrolled:_____

b. taken classes previously_____

3. How many in your immediate family (including yourself) are planning to enroll in a degree or diploma program in the next five years?_____

4. What do you anticipate your educational and/or training needs to be within the next five years?

_____

_____

_____

5. Do you or any member of your family plan to enroll in one or more of the following programs offered at FTI in the next five years?

a. Curriculum
___Associate Degree
___Diploma

b. Adult Continuing Education
___Adult Basic Education (Grades 1-8)
___High School Diploma Program
___Home Economics/Arts & Crafts
___Public Safety
___Business
___Shop
___Teacher Renewal

107/108

6. Do you plan to enroll full time___ or part time___?

7. If you do not plan to pursue a degree or diploma in the next five years, do you plan to enroll in any individual courses? a.___(yes) b.___(no)

8. If number 7 is "yes", list course(s).

_____

_____

9. Would you normally take classes (Check one):
Day___ Evening___

10. Which level of courses would you take if they were conveniently available?

Yes	No		
___	__	a.	Four-year college degree courses
___	__	b.	Two-year degree classes transferrable to a four-year program
___	__	c.	Two-year degree programs which train people for immediate careers in the fields of business, engineering, health sciences, public sciences, agriculture, and technology
___	__	d.	Non-credit educational programs to provide an opportunity for personal development and to meet the needs of the community
___	__	e.	Vocational classes which develop specialized skills in health, shop, and building trades

11. What do you think the highest priority for FTI should be over the next five years?_____

_____

12. Where do you get most of your information about FTI? (Check as many as are applicable)

___talking with friends
___talking with students
___local radio stations
___local newspapers
___FTI literature
___Other (specify)_____

_____

13. Have most of the opinions you have heard about FTI been:

___positive ___negative
___other (specify)_____

14. What do you feel are the most important reasons why most students attend FTI?

___low cost ___closeness to home
___good reputation ___specialized programs
___Other (specify)_____

15. How frequently have you had contact with FTI over the last year?

___0-3 times ___4-6 times
___7-9 times ___10-13 times
___14 or more times

16. What kind of work do you do?

___professional/technical
___manager/administrative
___clerical worker
___salesperson
___farmer
___service worker
___housewife
___student
___military member
___unemployed
___other (specify)_____

17. What is your sex? ___male ___female

18. What is your ethnic origin?

___American Indian ___Asian or Pacific Islander
___Black ___Hispanic
___White

19. What is your age? _____

20. How many years of formal education did you complete?

_____

21. If you would like information about Fayetteville Technical Institute mailed to you, please print your name and mailing address below:

_____

_____

APPENDIX H

CUMBERLAND COUNTY TOWNSHIPS

Name of Township	Population	*Percentage of Cumberland County	# Surveys Required per Township	Telephone # Prefix
Beaver Dam	1,307	1%	9	531-
Black River Falcon-339 Godwin-233	2,270	1%	17	892-
Carver Creek Linden-365	19,723	8%	140	497-
Cedar Creek Stedman-723 Vander-920	8,910	4%	70	483-
Cross Creek Fayetteville-59,507	59,507	24%	430	484-, 485- 483-, 323-
Eastover Eastover-1,075 Vander-751 Wade-474	7,515	3%	53	483-, 323-
Grays Creek	2,948	1%	17	483-
Manchester Ft Bragg-23,325 Spring Lake-6,273	37,520	15%	263	436-, 488- 497-
Pearce's Mill	13,547	5%	88	424-
Rockfish Hope Mills-5,412	26,042	11%	193	425-, 424-
Seventy-First Bonnie Doone-5,950 Ft Bragg-14,509	67,871	27%	473	868-, 867- 864-, 497-
TOTAL	247,160	100%	1,752	

*Rounded off to next whole number.

BIOGRAPHICAL SKETCH

Joseph Brum, Jr.

I was born on May 31, 1935, in Bristol, Rhode Island, the son of Joseph Brum, Sr., and Virginia Brum.

I was educated (Grades 1-12) in Bristol, Rhode Island, and graduated from Bristol Senior High School in 1953. My higher educational background consists of a bachelor of science degree (BS) in Business Administration/Economics from Methodist College, Fayetteville, North Carolina (1978). In 1980, I received a master of business degree (MBA) from Campbell University, Buies Creek, North Carolina. I am presently pursuing an educational doctorate degree in Adult Education from Nova University.

I enlisted in the United States Army in 1957 where I served for over twenty years. I retired from the U. S. Army in 1977. During my military service tour, I had duties within the United States as well as abroad. My overseas assignments included Vietnam (two years), Germany (five years), and Turkey (one year). My duties, while in the service, consisted of being an infantryman, personnel officer, and finance officer.

In December 1980, I accepted a part-time job teaching business courses for Fayetteville Technical Institute. In July 1981, I accepted a full-time instructor

position (current position) at Fayetteville Technical Institute. The majority of classes I teach are in the area of economics. I am an advisor to approximately eighty students within the Business Administration Curriculum Division.

I am a member of the school's Long Range Planning Committee and the Evaluation Committee, as well.

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by Joseph Brum, Jr. In my opinion, it conforms to acceptable standards and is fully adequate in scope and quality as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

April 27, 1984
Date

John Losak
Dr. John Losak
MARP Advisor

I certify that I have read this Major Applied Research Project and, in my opinion, it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

April 30, 1984
Date

Boyd Ayers
Dr. Boyd Ayers
Local Committee Member

This Major Applied Research Project was submitted to the Central Staff of the Center for Higher Education of Nova University and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

May 4, 1984
Date

Dr. Phil Deturk
Central Staff Committee Member

****
ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
NOV 8 1985
****